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ABSTRACT

This study is the first statewide effort in California to evaluate the effectiveness of Vital Information for Education and Work (VIEW), which are occupational awareness materials available at 10 designated VIEW centers in the state. To determine factors affecting the utilization of VIEW, to better use VIEW as a guidance tool, and to develop a model VIEW system based upon findings by an outside consultant, this evaluation focuses on these aspects of VIEW from its inception in 1965 in San Diego County: (1) VIEW's original system, (2) the number of schools and students served by VIEW, (3) statewide pattern of operations among VIEW centers, (4) patterns of use of VIEW in schools, and (5) educator and student attitudes towards VIEW. A summary of 41 findings forms a basis for these general conclusions and recommendations: (1) Although the need for a career information system such as VIEW is well established, the theoretical advantages of VIEW have been largely unrealized, (2) Statewide organization and planning are needed to coordinate and expand VIEW services at the secondary level, (3) Inservice training in the use of VIEW for teachers and counselors is needed, as well as parental involvement, and (4) Equipment failures must be remedied. Numerous tables present the data. (AG)

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A STATEWIDE EVALUATION OF VITAL INFORMATION FOR EDUCATION AND WORK (VIEW)

Prepared for--

The Superintendent of Schools
Department of Education
San Diego County
and
Research Coordinating Unit
Vocational Education Section
California State Department of Education

VT018578

Prepared by--

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Los Altos, California

May 1972

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PREFACE

This study is the first statewide effort in California to evaluate the effectiveness of Vital Information for Education and Work (VIEW) since its inception in San Diego County in 1965. Despite the fact that VIEW has been adapted and implemented in more than half the counties in the state, relatively little concrete information was available about the extent of use by students or the current practice of schools in implementing VIEW. Consequently, this study encountered two unanticipated elements in its design and execution. First, a disproportionate study effort had to be devoted to the task of gathering information so that current VIEW practices could be described. This task did not involve a real evaluation of the practices that were revealed during the study per se, but was necessary to provide a data base for the present and future evaluations.

Second, because there was no prior statewide evaluation of VIEW, no concrete evaluation criteria were available for use by Tadlock Associates, Inc. (TAI) and no comparative assessments with prior time periods could be made. This meant that no absolute indicators of progress could be sighted statistically. However, in the absence of either absolute evaluative criteria or base line data with which to make comparisons, the TAI study team took another logical avenue in making an assessment of VIEW in California. It endeavored to describe the current practices employed by users of VIEW as accurately and completely as possible within the constraints of limited time and financial resources and to compare these practices with the stated goals and objectives of the VIEW system as they appeared in the literature. In addition, written statements on the intended concept of VIEW were obtained from persons who were affiliated with the original design and implementation of VIEW in San Diego County.

The primary analysis and evaluation efforts of TAI were based on a comparison of known practices with the intended concept of VIEW.

Secondarily, TAI attempted to test the assertions made by VIEW centers and user schools in regard to what they said they were doing to make VIEW a viable and useful career information tool for students and educators.

Considering the lack of base line data from prior periods, the approach taken by TAI provided considerably more concrete evidence on the strengths and weaknesses of VIEW than was originally expected by the study team. This is discussed and presented in summary form along with third party assessments, comments, and recommendations in the body of this report. The format for this report is somewhat unique for two reasons--its relative brevity considering the magnitude of the study and the fact that TAI editorial comments deemed appropriate to the topics being discussed are identified and made within the text of the report. The shortness was at the request of the State VIEW Advisory Committee; the format with TAI comments was used because TAI considered it the most effective way to present its assessment of various aspects of VIEW. As will be seen the use of TAI comments begins in the first section where the study objectives are stated and is used extensively throughout the report.

Acknowledgements

The efforts of the directors and staff of the ten VIEW centers were considerable in providing data, coordinating and scheduling on-site visits for the TAI study team, assisting with instrument distribution to students and educators, and attending the necessary conferences to help the study team verify and interpret the data it had gathered. All of the directors mentioned in the frontispiece of this report cooperated fully with the TAI study team. Their effort is much appreciated. In addition, the following persons provided assistance and information at each VIEW center.

Kern	Mr. Ronald Fontaine
Orange	Mr. C. D. Johnson
Sacramento	Mr. Edgar Wallace
	Mr. Stanley Greene (former director of the VIEW center in Sacramento)

San Bernardino	Mr. Robert Ciauri Mrs. Jacqueline Alexander
San Diego	Dr. Thomas Jacobson
San Mateo	Mr. Robert Hendricks Mr. David Shepard
Stanislaus	Mr. Otis Mercer
Ventura	Mr. J. B. Robb Mr. John Van Zant

Special thanks must go to Dr. Martin Gerstein, one of the originators of the VIEW concept, for taking the time and effort to explain in written form his perceptions of the system to the study team.

Finally a special note of appreciation must go to Dr. Edwin Whitfield for the cooperation and assistance he lent to the TAI study team throughout the entire study. He coordinated the necessary meetings with the State VIEW Advisory Committee and provided an essential communications link between TAI and members of the Committee.

Fred Carvell was the chief TAI investigator during the study and the principal author of this report. He was ably assisted in all phases of the study by Joan Carvell. Max Tadlock aided in the review and analysis of the data. Margaret Mick was responsible for the organization and final report production. Charles Kahrs provided illustrations and tabular materials used in the report.

CONTENTS

	PREFACE	v
I	STUDY BACKGROUND, OBJECTIVES, AND METHODOLOGY	1
	Introduction	1
	Study Objectives	1
	Methodology	3
	Limitations and Special Considerations of the Study	6
	Organization of this Report	8
II	SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	11
	Specific Findings	11
	General Conclusions	17
	Answers to Key Questions	21
	Recommendations	22
	Concluding Statement on Statewide VIEW Model	31
III	THE ORIGINAL CONCEPT OF VIEW	33
	Delivery System for VIEW	36
IV	NUMBER OF SCHOOLS AND STUDENTS SERVED BY VIEW	41
	Number of Schools Served	41
	Number of Students Served	41
V	STATEWIDE PATTERN OF OPERATIONS AMONG VIEW CENTERS	47
	Goals for VIEW Centers	47
	Production of VIEW Aperture Cards	50
	Preparing VIEW Scripts	53
	Dissemination of VIEW Decks	54
	Funding of VIEW	57
	Expenditures by VIEW Centers	59
	VIEW Center Staffing Patterns	61
	Role of State VIEW Committee	62
VI	PATTERNS OF USE OF VIEW IN SCHOOLS	65
	Format of VIEW Scripts	65
	Use of Equipment by User Schools	66
	Operation and Location of VIEW Equipment in Schools	69
	VIEW as Part of the Curriculum	71
	VIEW and Testing	72
	Special Applications of VIEW	72
	Methods of Using VIEW in Schools	75

CONTENTS

VII EDUCATOR AND STUDENT ATTITUDES TOWARD AND ASSESSMENT OF VIEW 79

Educator Reactions Toward Career Planning 79
Educator Attitudes Toward VIEW 80
Educator Attitudes Toward Inservice Training 82
Educator Attitudes Toward VIEW Centers 83
Student Reactions 83
Student Use Patterns 85
Student Attitudes Toward VIEW Scripts 90
General Reactions of Students Toward VIEW 90

APPENDIXES

A COVER LETTER WITH VIEW CENTER VISITATION SCHEDULE AND VIEW CENTER INFORMATION SHEET

B COVER LETTER, CONFIDENTIAL EDUCATOR INQUIRY ON VIEW, AND SUMMARY OF THE NUMBER OF RESPONDENTS FROM SCHOOLS SERVED BY EACH VIEW CENTER

C LIST OF SCHOOLS VISITED BY TAI STUDY TEAM AND SCHOOL VISIT OBSERVATION SHEET

D COVER LETTER AND STUDENT QUESTIONNAIRE ON CAREER COUNSELING

ILLUSTRATIONS

1 Location of VIEW Centers in 1970-71 48

TABLES

1	Number and Type of Interviews Conducted During On-Site Visits	5
2	Summary of Student Responses by Sex and Grade Level	7
3	Total Number of Student Responses by Grade Level	7
4	Major Functions of VIEW Centers and Allocation of Responsibility for Such Functions	27
5	Number and Type of Schools Served by VIEW Centers, 1970-71	42
6	Approximate Student Enrollment in All Schools Being Served by VIEW Centers, 1970-71	43
7	Summary of Key Characteristics of VIEW Centers, 1970-71	49
8	Model Equipment Configurations and Approximate Costs	52
9	Production and Dissemination of VIEW Decks (Aperture Cards) by Each Center, 1970-71	55
10	Approximate High School Enrollment in Districts Served by VIEW Centers	56
11	Sources of VIEW Center Funds 1970-71	58
12	Percent of Annual Expenditures by Category by VIEW Centers 1970-71	60
13	VIEW Equipment Configuration in User Schools	67
14	Percent of Educators Wanting to Expand the Use of VIEW	81
15	Effectiveness of Educator Inservice Training on VIEW	84
16	Student Plans for Immediately After High School	86
17	Percent of Students, by Grade Level, Who Identified Specific Occupations and/or Colleges for Entry After High School or College	87
18	Student Rating of VIEW Script Contents	91
19	Percent of Students Agreeing with Selected Statements about VIEW	92

I STUDY BACKGROUND, OBJECTIVES, AND METHODOLOGY

Introduction

The growth of Vital Information for [illegible]ation and Work (VIEW) has seen the number of centers that produce or distribute VIEW materials in California increase from one to ten between 1965 and 1972. More than half of the counties in the state have one or more schools that reportedly use VIEW materials, and the number of requests for information on VIEW from other schools and districts could easily keep personnel in many VIEW centers more busy than they are already.

Career information is a vital element in the guidance and counseling process and due to the high mobility rate of students within California a statewide vocational information system is needed for students, educators, and employers. A number of surveys reveal that guidance counseling is rated very high among the priorities in vocational education by vocational directors in local districts. This perceived need plus the rapid growth of VIEW lends credence to its value and worth. However, little information was available on a statewide basis in California to provide more than surface validity to the worth of VIEW.

Although this report does not contain all of the answers to the question of VIEW's effectiveness, it gives more information than has been available in the past. It also provides a partial response to need for determining whether or not VIEW should be the primary mechanism for disseminating career information to students on a statewide basis.

Study Objectives

VIEW has experienced growth both within California and throughout the nation. This growth, particularly in California, has not been accompanied by sustained efforts to develop standardized or uniform procedures to reduce the costs or improve the efficiency of VIEW. For this reason, the San Diego County Department of Education sponsored a joint effort with the other VIEW centers to have a study made by a third party to assess the use of VIEW in California.

The objectives of this third party assessment of VIEW were:

1. To identify and analyze the common elements and the differences found in the operation of the various California VIEW programs through sampling VIEW activities in schools served by these VIEW centers.

2. To determine and describe the practices which enhance or inhibit the most effective utilization of VIEW in the school setting.

3. To determine the most efficient and economical method for the production, dissemination, and utilization of VIEW materials as a guidance tool in the state.

4. To develop a model VIEW system based upon findings obtained pertaining to the best production, dissemination, and utilization techniques.

In addition to these four general objectives, a number of specific questions were raised. They were:

- What access do students have to VIEW?
- Where is the best school location for the VIEW materials?
- Who should coordinate the use of VIEW?
- What training is required for maximum counselor performance in using VIEW?
- What counselor skills yield maximum student utilization of VIEW materials?
- How is maximum parental involvement achieved?
- How is maximum teamwork achieved between parent, teacher, counselor, and student in the utilization of VIEW?

TAI Comment: As the contents of this report will indicate, most of the study objectives were met and many of the preceding questions were answered. However, in retrospect it is now obvious that the study was more ambitious in nature than the available time and financial resources would allow. This was particularly apparent in regard to the development of a model for a VIEW center, which has little value unless there is a clearly defined program for the use of VIEW by students in the schools.

As the findings of this report shall indicate, there is no clearly accepted or defined program for the use of VIEW by students or educators at various grade levels in California.

Methodology

During this study, evaluative and descriptive data were gathered through four principal means.

1. A TAI study team made on-site visits to each of the ten designated VIEW centers in the state. Interviews were held with directors, staff members, and other persons knowledgeable about VIEW at each center. Descriptive data about the operations of each center were gathered on standardized forms designed by TAI. See Appendix A for a copy of the visitation schedule and the data collection forms used by TAI. On-site visits were conducted during June through August, 1971.

2. An educator questionnaire was designed by TAI and distributed to the educator designated as primarily responsible for VIEW in each of the 526 schools using VIEW in California during the 1970-71 school year. There were additional schools using VIEW throughout the state, but they were located outside of the primary service area of each VIEW center even though they may have received VIEW materials from one or more existing centers. The educator questionnaires were distributed and collected during the months of October and November. See Appendix B for a facsimile of the confidential educator questionnaire and the cover letter used by TAI in the educator survey. Appendix B also contains a tabulation of the number and percent of educator questionnaires that were returned from schools served by each VIEW center.

3. TAI selected a stratified random sample of user schools and conducted on-site school visits during October, November, and December, 1971. Stratification was based on location and size of schools served by each VIEW center. Fifty-two on-site visits were made during regular school hours, during which interviews were held with school administrators, counselors, teachers, paraprofessional staff and, where possible, with students using VIEW. A total of 106 interviews were conducted during visits to schools, district offices, and regional occupational programs. See Table 1 for a general description of the number and type of interviews

that were conducted during on-site visits. In addition to the interviews listed on Table 1, 14 students were interviewed individually as they were observed using VIEW equipment in the schools. It is important to note that student interviews were limited to those who were actually using VIEW while the study team was on campus. It should be noted that fewer than 20 students were observed using VIEW during all school site visits throughout the state.

Two classes were observed which used VIEW materials as part of a unit on Careers. One class had an enrollment of 34 students; the other had about 20 students in attendance. Both classes were at the high school level. Interviews conducted with students in these classes were not included in the number cited above.

See Appendix Table C-1 for the name of each school visited by VIEW center location and the school visit observation sheets that were used by the TAI study team.

Each of the VIEW centers assisted TAI in scheduling on-site visits to user schools. An attempt was made by TAI to visit approximately ten percent of the user schools served by each VIEW center. The sample was essentially limited to schools located in the same designated service area, district or county as the VIEW center, even though some centers provided VIEW materials to schools in other counties and states. In Los Angeles County it was only feasible during the visitation schedule to make on-site visits to three user schools; however, TAI met with various educators and vocational education coordinators from each user district during a conference sponsored by the Los Angeles County Department of Education on October 14, 1971.

4. TAI designed a student questionnaire which was distributed to 70 schools. Again the VIEW centers assisted in the distribution of questionnaires to the sample schools selected by TAI. A cover letter containing instructions for the administration of the student questionnaire and a facsimile of the instrument appear in Appendix D. Student questionnaires were administered during the week of January 17, 1972. Completed student questionnaires were mailed directly to TAI's Los Altos

Table 1

NUMBER AND TYPE OF INTERVIEWS
CONDUCTED DURING ON-SITE VISITS

Level of Instruction	Totals	Position of Persons Interviewed					
		ROP/ District Staff	School Administrators	Counselors	Teachers	Librarians	Para-professionals
Junior/Senior High School	92	11	9	37	11	12	12
Community College	14	2	3	2	2	3	2
Totals	106	13	12	39	13	15	14
Percent of Total Interviews	100.0%	12.3%	11.3%	36.8%	12.3%	14.1%	13.2%

Source: Compiled by TAI from interviews conducted during on-site evaluation visits, June-August, 1971.

office. Of 2,100 student questionnaires distributed in 70 sample schools, 981 were returned from students in 48 schools in time for tabulation. See Table 2 and Table 3 for details on the number and level of student responses from schools.

In addition to the four primary means of gathering information mentioned above, TAI team members conducted four day-long conferences with the State VIEW Committee, comprised of representatives from each VIEW center. Two such meetings were held in Sacramento and one each was held in San Diego and San Mateo.

TAI representatives also attended professional meetings and conferences in order to obtain additional information on the use of VIEW. The first of these meetings was the Multi-Media Fair sponsored by Santa Clara County in San Jose on October 19, 1971. A second major conference attended by TAI was sponsored by the California Personnel and Guidance Association in Los Angeles on February 19-21, 1972.

The study director for TAI met with representatives of Minnesota Mining and Manufacturing Company (3M) on two separate occasions to discuss existing and future equipment configurations for reader-printers used by the VIEW system. One of these meetings was held in the Los Altos offices of TAI, the other at 3M offices in St. Paul. Results and findings from each of the foregoing study efforts are reported where appropriate in this report.

Limitations and Special Considerations of the Study

The research and field work for this study was limited to the use of VIEW in schools in California. Although available reports on research conducted in other states were reviewed by the study team, no concerted effort was made to draw conclusions or make generalizations about the effectiveness of VIEW in other states. Where possible, questions and instrument designs from other studies of VIEW within and outside of California were adapted by TAI so that some comparisons could be made. However, TAI recognizes the gross limitations of these comparisons because of differences in study methods and sampling techniques;

Table 2

SUMMARY OF STUDENT RESPONSES
BY SEX AND GRADE LEVEL

Sex	Total		Junior High (7-8)		High School (9-12)		Community College (13-14)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Male	482	49.1%	50	46.3%	412	48.9%	20	64.5%
Female	499	50.1	58	53.7	430	51.1	11	35.5
Total	981	100.0%	108	11.0%	842	85.8%	31	3.2%

Source: Compiled by TAI from student responses, February 1972.

Table 3

TOTAL NUMBER OF STUDENT RESPONSES
BY GRADE LEVEL

	Total	Grade Level					
		7-9	10	11	12	13	14
Number of Responses	981 1/	231	227	199	293	19	12
Percent of Responses	100.0%	23.5%	23.1%	20.3%	30.0%	1.9%	1.2%

1/ 2,100 student questionnaires were distributed by TAI to 70 sample schools. 981 usable student responses were received by January 31, 1972. This represents a 46.7 percent response.

Source: Compiled by TAI from student responses, February 1972.

therefore, where comparisons are made with other studies, they are cited with necessary reservations.

No statewide data were available from prior studies in California, so the study team concentrated on verification of the assertions made by VIEW centers and user schools as to their efforts to make the system a viable one for students. This approach has the inherent weakness of concentrating on recent and current processes and practices rather than providing an indication of the present effectiveness of VIEW as compared with prior periods. Thus TAI's assessment of the effectiveness of certain aspects of VIEW are based on third party objectivity rather than on statistical analysis and comparison.

It should be noted that the primary focus of the study was at the high school level. Although data were gathered and analyzed for junior high schools and community colleges, the extent of such investigations was limited by available resources; therefore, conclusions are more limited than those drawn for secondary schools.

As a final point, the reader should understand that although a considerable amount of detailed information was gathered from individual VIEW centers and individual schools, only aggregate data are used in this report. No individual statistics or data are identified by center or school except where specific permission was received. This study was intended to reveal statewide patterns or practices as part of an overall evaluation of VIEW. It was not intended as an effort to reveal or evaluate the individual efforts of any given center or school. Data that were tabulated and analyzed by TAI for individual VIEW centers were given to the directors of each center in the form of working papers and charts as they were developed during the course of the study.

Organization of this Report

The remaining chapters of this report contain aggregate data upon which TAI drew conclusions and formulated recommendations. Because some of the data gathered during the study was confidential, individual statistical data for each VIEW center are seldom cited, except where appropriate.

Chapter II is a summary of the major study findings and key recommendations of TAI. Chapter III contains a brief description of the original concept of VIEW as related by persons who helped design and initiate the system. Chapter IV covers data indicating the level of service and the scope of VIEW in California. Chapter V reviews the statewide pattern of operations that has been established among the VIEW centers, Chapter VI does the same thing only at the user school level, and the final chapter summarizes key educator and student reactions to VIEW.

II SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary of the specific findings with regard to VIEW that are used as the basis for TAI's conclusions and recommendations. Forty-one such findings appear in the next section. Each is referenced by chapter and page number for further discussion in the body of the report.

Following the specific findings are some of TAI's conclusions and observations about VIEW as they relate to the statewide model and objectives of this study. The final section of this chapter contains the recommendations of TAI.

Specific Findings

(1) The ten VIEW centers served 526 schools located in 38 counties and 214 school districts in 1970-71. Approximately 22 percent of the schools served were located in urban centers, 50 percent in the suburbs, and 28 percent in rural areas. Approximately 20 percent of the schools served had enrollments of 500 or less students, 10 percent with 501 to 1,000 students, 50 percent with 1,001 to 2,500 students, and about 20 percent with more than 2,501 students. (Chapter IV, p. 41)

(2) Nearly 700,000 students were enrolled in schools (junior highs, high schools, and community colleges) receiving VIEW materials from the ten VIEW centers. Eighty percent of these students were in grades 9 through 12, representing more than half of all secondary school students in California in 1970-71. (Chapter IV, p. 43)

(3) Lack of records precludes making an accurate estimate of actual student use. Educator estimates would place student use between 10 and 20 percent of the students enrolled in user schools. (Chapter IV, p. 44)

(4) No particular group of students was found to be better or more poorly served by VIEW; however, 12 percent of the educators

surveyed estimated that occupationally-oriented students were the chief beneficiaries of the system. (Chapter IV, p. 44)

TAI Comment: This educator judgment may reflect a self fulfilling prophecy in that the system is heavily oriented toward the career oriented student.

(5) The vast majority of students exposed to VIEW in 1970-71 attended schools located near one of the ten VIEW centers. Two locations with large student populations near the San Francisco Bay Area and in the Los Angeles Unified City School System are not yet involved with VIEW to any appreciable extent. (Chapter IV, p. 44)

(6) Evidence indicates that the potential use of VIEW has not yet reached its peak with any school level--junior high through community college--and is particularly untapped in adult education. (Chapter IV, p. 45)

(7) Six out of ten centers have written stated goals for their operations; the other four were operating with unwritten but implied objectives related to production and distribution of VIEW materials. (Chapter V, p. 47)

(8) A lack of a unifying set of stated goals and objectives has contributed to actual and potential conflict among VIEW centers, especially in regard to expansion of service areas. (Chapter V, p. 47)

(9) Six VIEW centers actually possess cameras and other equipment necessary for production of aperture cards (decks); however, only four of these centers are actually engaged in regular production of VIEW decks. Two of these six centers subcontract with private firms for production of aperture cards. The remaining four out of the ten centers act as distribution centers to schools in their service areas. (Chapter V, p. 50)

(10) Three patterns for VIEW script preparation were used for generating new materials and updating old scripts: a) Use of a full-time technical writer, b) use of part-time writers, and c) use of third-party contractors. (Chapter V, p. 53)

(11) The pattern of operations among the VIEW centers reflects an entrepreneurial approach which has led to a competitive posture, because of the pressure to sell subscriptions for the VIEW decks they produce. (Chapter V, p. 54)

(12) The present funding structure of VIEW in California relies heavily upon ROP support and VEA funds. The existing funding pattern inhibits sharing of VIEW materials among some centers and to schools outside of the legal tax area in which the VIEW centers are located. (Chapter V, p. 57)

(13) Past emphasis in most VIEW center operations and funding patterns has been on aspects of producing VIEW materials with minor emphasis placed on activity or funds devoted to research, program development, or inservice training. (Chapter V, p. 54)

(14) The staffing pattern in the ten centers revealed a shortage of full-time qualified professional and support staff to adequately execute the full range of responsibilities necessary to provide services required by user schools. (Chapter V, p. 61)

(15) The State VIEW Committee has acted as an informal clearinghouse for exchange of ideas and materials; however, lack of a stated mission for the Committee has contributed to uncontrolled proliferation of VIEW and a lack of criteria for membership as a VIEW center. This has resulted in some duplication of effort in the state in the production of aperture cards and development of VIEW scripts. (Chapter V, p. 62)

(16) The State VIEW Committee has no set of operating objectives for the establishment of a standardized occupational VIEW deck for the state, for priorities of program development for use of VIEW by grade level, nor agreed upon territories and designated service areas for each center. (Chapter V, p. 63)

(17) The prevalent format for VIEW scripts uses four pages. Generally, educators rated all aspects of the existing VIEW scripts satisfactorily with the exception of the use of photographs and the quality of print-outs. (Chapter VI, p. 65)

(18) In schools served by two of the early VIEW centers, the prevalent means of delivering VIEW materials to students is by a reader without print-out capabilities. (Chapter VI, p. 66)

(19) In schools visited, the equipment used to deliver VIEW to students was of three types, of which 45 percent were readers of various brands, 31 percent were 3M Executive I reader-printers, and 24 percent were 3M 400s or equivalent. (Chapter VI, p. 67)

(20) In all schools visited by TAI, using 3M Executive I reader-printers, complaints were registered by educators about machine reliability. TAI found that only one out of twenty-seven such machines functioned as a printer. (Chapter VI, p. 68)

(21) In schools visited, 31 percent of the VIEW equipment was located in Career Information Centers (also known as Career Guidance Centers and Career Resource Centers), 31 percent was located in libraries or adjacent rooms, 22 percent was located in counselor offices or lobbies, and the rest was found in various locations such as classrooms, mobile vans, closets, and storerooms. (Chapter VI, p. 70)

(22) In 55 percent of the schools visited, VIEW equipment was found to be operative and readily accessible to students; in the remaining schools equipment was not properly functioning or easily available for student use. (Chapter VI, p. 71)

(23) Where VIEW was used as part of the curriculum in the instructional process, it was most often used in English and social studies classes as a research tool or resource for completing assignments rather than as an information source for exploring and/or making an occupational choice. (Chapter VI, p. 71)

(24) In six VIEW centers efforts have been made to coordinate the use of VIEW with a variety of interest surveys being administered to students on a countywide basis. (Chapter VI, p. 72)

(25) The statewide survey revealed a variety of innovations in the use of VIEW materials which included the use of mobile vans, paraprofessionals to assist students, cartridge tapes, coin-operated

printers, and the development of special VIEW decks for students with special needs such as EMR, Spanish speaking, and partially sighted. (Chapter VI, p. 72)

(26) Three basic patterns in the use of VIEW for students were identified: curriculum-oriented approach, counseling or test-oriented use, and unstructured use. (Chapter VI, p. 76)

(27) Educators generally indicated that career planning was an important element in their educational philosophy. Three-fourths of the educators surveyed indicated that VIEW was better than other occupational information sources with which they were familiar. Eighty-nine percent of the educators wanted to expand the use of VIEW despite the problems they may have encountered in the past. (Chapter VII, p. 79)

(28) Educator attitudes toward inservice training reflect the need for more intensive assistance in areas related to helping explain the content and format of VIEW scripts, operation of equipment, and how VIEW supplements other information sources that will help students identify and apply for entry level occupations. (Chapter VII, p. 80)

(29) Two-thirds of the educators surveyed had received inservice training within the past three years. In general, these educators were satisfied with the inservice training they had received but indicated a lack of training that would help them evaluate the use of VIEW in their schools. (Chapter VII, p. 82)

(30) Only 15 percent of the educators surveyed had taken college courses in which they received information or knowledge about VIEW. These educators were located mainly in Orange, Kern, and San Diego. (Chapter VII, p. 83)

(31) About 80 percent of the educators surveyed stated that the VIEW centers were helpful; those in areas that had experienced the greatest number of equipment failures tended to be less satisfied with the helpfulness of the centers. (Chapter VII, p. 83)

(32) Fifty-four percent of the students surveyed planned to work while they continued their education beyond high school; another 11 percent expected to directly enter the work force. Two-thirds of the high school and community college students indicated specific occupations they hoped to enter. (Chapter VII, p. 85)

(33) Nearly half of the students using VIEW for the first time claimed that they used it "on their own;" the rest were directed to VIEW by a teacher or counselor. (Chapter VII, p. 88)

TAI Comment: The meaning of "on their own" may not have been clearly understood by all students; however, it is generally interpreted to mean that a teacher or counselor did not tell students they had to use VIEW.

(34) Forty percent of the students surveyed reported that they first heard about VIEW from a teacher, 24 percent from a counselor, 18 percent from friends, and 18 percent discovered VIEW by accident or from other means. (Chapter VII, p. 88)

(35) Fifty-six percent of the students surveyed used only the occupational deck while 4 percent used only the college deck, 32 percent used both, and 8 percent used special decks. (Chapter VII, p. 88)

(36) Fourteen percent of the students using VIEW obtained a print-out and read it at a later time. College students tended to do this more frequently than students in lower grades. However, most of the other students reported that they used VIEW in a manner prescribed or intended in the original concept of the system. (Chapter VII, p. 89)

(37) Students reported that they discussed VIEW information most frequently with friends and peers; parents were involved in discussions second most frequently, while teachers and counselors were less frequently consulted. (Chapter VII, p. 89)

(38) Students seldom contacted employers or resource persons listed on VIEW scripts; however, more than half reported that they had attempted to obtain additional information about a specific occupation from other sources. (Chapter VII, p. 89)

(39) Surveyed students indicated that they used VIEW as a career information source more frequently than any other single source of occupational information. (Chapter VII, p. 89)

(40) Generally, students who had used VIEW rated it high. Eighty-five percent of the students said they liked to use VIEW and 87 percent said they would recommend it to a friend. Students were considerably less satisfied with the helpfulness of counselors and of teachers in explaining the use of VIEW materials. (Chapter VII, p. 90)

(41) In general, the findings of TAI indicate that the practices found in the schools are not concomitant with many of the principles and intended use of VIEW, as described in the original concept. (Chapter II.)

General Conclusions

It is the general conclusion of TAI that the need for a career information system such as VIEW is well established. No other system identified by TAI whether computer based, commercially prepared, in hard copy form, or microfilmed does the job of providing up-to-date, localized, and easy-to-understand occupational information any better or as well as VIEW in California. However, this does not mean that there are other information systems that should not be used and/or coordinated with VIEW in the schools.

So far as the original concept of VIEW goes, there is still the same need among students and educators today that motivated the development of VIEW in 1965. However, the theoretical advantages of the system have not been realized in any large measure. Part of the failure to capitalize on VIEW's potential may lie with the general resistance in education to balance or to shift emphasis in the counseling process and in the instructional process away from that which is college oriented.

However, a larger part of the failure seems to fall directly on the fact that more emphasis has been placed on production problems in California than on problems of usage by students and educators. More

effort and money has been devoted to obtaining production equipment than has been spent proportionately for developing, testing, and implementing programs. In some measure this has been due to a lack of funds that could be devoted to activities beyond those necessary to prepare and produce VIEW scripts.

For the most part, VIEW has not been enthusiastically promoted by counselors. The VIEW centers have spent more time and effort getting schools to adopt VIEW than they have in teaching counselors how to best utilize VIEW. Some VIEW center personnel were more than a little surprised at the status of VIEW in the user schools as they traveled with the TAI study team during on-site visits. This demonstrates the lack of time and personal contact that some VIEW centers have devoted to meeting educators on their own ground in their own schools.

> I think it is great but not many people know about it. People should be told about it. I just happened to be in the Career Center and saw a teacher showing some kids how to use it. Otherwise, I would not have known.
>
> - 12th grade student -

> I feel our school should advertise it more!
>
> - Sophomore, community college -

> I really like VIEW and I wish I could use it more often. Our class went up to use it once and I liked it, but now I have no way to get over there. I'm too busy before, during and after school. I don't have enough time to go back, but I wish I could.
>
> - 9th grade student -

Several VIEW centers have conducted in-house evaluations, but the efforts strike TAI as more academic than functional because, with few exceptions, the centers did not change operations as a result of the findings. The limited financial resources of most centers has inhibited the hiring of sufficient personnel to handle both production and field coordination, plus promoting and inservice training. Because of this, many schools find that once VIEW has been placed in their midst, little

or nothing happens with the system unless an enthusiastic teacher or counselor takes it upon himself to promote and use it.

Where VIEW is used as an instructional device (this is not the same as being the topic of a unit of instruction) it fails because it is better suited to a one-to-one relationship. Unless the unit on VIEW takes the form of individualized instruction (TAI found no such units), the constraints of the equipment cause it to lose its effectiveness. However, an instructional unit on "how to use VIEW" with appropriate explanations and demonstrations could be effectively used in the classroom with groups of students.

The same VIEW scripts are used by community colleges and junior high schools. Although this study did not concentrate on the individual career information needs of students at each grade level, it seems obvious that the differences in ages and readiness to enter employment might warrant some differences in information requirements. Yet, thus far no center has been able to take on this sort of research effort to improve the viability of the system. This was exemplified by the comments of two students from different grade levels.

> In using VIEW, I can't help but feel that this service is useful for those who are exploring and not looking for in-depth information about an occupation they have already done some research on.
>
> - Sophomore, community college -

> It is easy to use and it has all the information you need.
>
> - 9th grade student -

VIEW cannot be assessed without immediate recognition of the problems the system has encountered with the reader-printer equipment that is used in nearly a third of the schools using VIEW. Equipment failure and difficulty of getting maintenance service on the equipment has been so prevalent as to discredit the entire VIEW system in whole counties. Efforts have been made by 3M to remove from the market one particularly troublesome model and to devote a major effort to the design of a replacement model. However, until there is field evidence to show that

the equipment used to deliver VIEW to students is relatively "people proof" the system will not become effective.

> Half the machines didn't work.
>
> - 9th grade student -

VIEW centers will have to devote considerably more effort than they have been able or willing to devote in the past to ameliorate the difficulties some schools have had with equipment.

In an effort to survive, some VIEW centers have attempted to expand their markets and in the process they have attempted to cover more areas than the system can satisfy without further program and material development. For example, VIEW presently has two major types of decks--occupational and college. Other decks are variations of these two for students with special needs. The college deck was added because of the need to provide information on training and educational opportunities beyond the high school level. This is certainly a legitimate and necessary component of the information VIEW is capable of delivering, but if one were to listen to some counselors, even more emphasis should be placed on the college material in VIEW. However, evidence gathered in this study indicates that more students find VIEW helpful with making occupational choices than in making choices among colleges. (See Chapter VII.)

The point is that before VIEW expands into more areas, it should attempt to do well what it has yet to do at all--develop programs for use of VIEW by students in the schools and then initiate intensive ongoing inservice training for the effective implementation of those programs.

TAI recognizes that presently the VIEW centers are most often affiliated with county departments of education (Kern is not) and therefore are not in a position to mandate the use of VIEW or control the practices within local schools; but they can establish minimum standards and guidelines for use before they allow schools to have the system. However, TAI found that most of the schools visited <u>wanted</u> VIEW and want to know how to best put it to use. Therefore, the problem of imposing VIEW on unwilling recipient schools is not a major barrier.

Answers to Key Questions

The following answers are based on the study findings and third party observations of the TAI study team.

1. What access do students have [illegible]EW?

   Educators estimate that between 10 and 20 percent of the students in user schools are exposed to and use VIEW. This means that between 70,000 and 140,000 high school students out of 1.2 million students have used VIEW in 1970-71. (See findings 1 through 6.) Based on on-site observations, TAI estimates that about 120,000 students use VIEW annually in the 526 schools served by the ten VIEW centers.

2. Where is the best location for VIEW in school?

   According to the observations of TAI, the location best suited for student use of VIEW is in a Career Information Center (Career Guidance Center or Resource Room). Student use is increased if the equipment and materials are monitored by a person knowledgeable about the operation of the equipment and the VIEW materials. (See findings 21, 22.)

3. Who should coordinate the use of VIEW?

   In the user school, several alternatives appear acceptable to TAI--first, a counselor or career counselor with interest and knowledge of the VIEW system; second, a work-experience coordinator or interested teacher in an occupational area. In either case, the coordinator should have assistance from student help or paraprofessional personnel to help monitor the use of equipment.

4. What training is required and what counselor skills yield maximum utilization?

This combines two questions asked in Chapter I. The two were closely related. First, teacher inservice training needs to help educators learn how to operate equipment, learn the contents and format of VIEW materials, and how VIEW supplements other information sources. However, teachers and counselors need more than technical training. They need inservice and preservice education on the role and importance of education in the preparation for work and the part career information plays in helping students consider alternative choices.

Although the personal skills required in communicating with students may not be transferred through training, educators indicated that additional skills in knowing how to evaluate VIEW in their schools would be helpful. (See findings 28-30.)

5. How is maximum parental involvement obtained and how is maximum teamwork between parent, teacher, counselor, and student obtained?

   TAI found little evidence that this goal was being reached in any user school. The only indication of parental involvement came from students who said they discussed VIEW information with parents. (Finding 37.) However, in no case did a counselor indicate that he had contact with a parent as a result of VIEW, and no evidence was found to indicate that the school had reached out to involve parents with students to make career plans.

Recommendations

A number of suggested changes in the operation of VIEW in the user schools and by the VIEW centers are contained in the text of the report and in TAI comments that appear throughout this report. This section contains a few major recommendations related to three study areas.

I. General recommendations regarding the overall operation and practices found in the use of VIEW: These general recommendations are directed toward VIEW as a statewide system of

career counseling and are directed toward suggested actions for the planning, developmental activities, organization, and funding of VIEW for a state model.

II Recommendations on the operation of VIEW centers: These suggestions relate to functions and priorities of action for centers.

III Recommendations directed toward the use of VIEW by students and counselors in the user schools.

Where appropriate, the recommendations are followed by a TAI comment explaining the rationale or implications of the recommendation.

General Recommendations

TAI recommends:

1. That VIEW be continued and expanded in secondary schools in California.

TAI Comment: Despite previous mechanical, operational, and programmatic difficulties and deficiencies, the need is strong enough and the desire by educators is high enough to warrant the continuation of VIEW in the face of no better or more widely used career information system in California.

2. That the State Department of Education, Career Education Task Force, support and fund program development and demonstration efforts for the use of VIEW at the junior high, high school, and community college level.

TAI Comment: Although other funding sources may be available, the guidelines developed by the Career Education Task Force, February 1972, suggests that program components be developed at each of these levels with opportunities for career exploration and career guidance and counseling. At present VIEW is one of the career information systems in operation that holds potential for effecting this goal of career education; however, without a funding base that supersedes the limitations of local or county levels of operation, it is doubtful whether program development can be initiated.

3. That the State VIEW Committee become a formal operating body with a written charter containing conditions and responsibilities of membership and with goals and objectives of the Committee and its functions.

TAI Comment: This means that the present membership may need to be revised. There should be official representation on the committee from the State Department of Education. Although such representation was from the Bureau of Pupil Personnel Services prior to the reorganization of the State Department of Education, at this time this representation appears to come most appropriately from the Career Education Task Force. In the future it may not be necessary for every existing or potential VIEW center in the state to have membership on the Committee.

4. That the State VIEW Committee accept the responsibility for the following functions.

- Determination of the basic number and job titles to be included in the occupational VIEW deck.
- Determination of the number of and variety of colleges to be included in the college VIEW deck.
- Determination of the general geographic areas for existing and/or potential production centers and distribution centers for VIEW materials.
- Coordination of statewide production, distribution, and developmental activities by all existing or potential VIEW centers.
- Development of programs for the use of VIEW by students and educators in user schools by level and by areas of curriculum and/or counseling.
- Conducting the necessary preliminary discussions to examine the feasibility of coordinating VIEW activities and materials with those used in a computerized job data bank such as the one being developed in Santa Clara County.
- Establishment of guidelines and direction for research and development activities for VIEW in the state.

5. That the State VIEW Committee seek funding to employ a full-time professional and necessary support staff with responsibility for coordinating the activities listed in the previous recommendation.

TAI Comment: As the present funding and operational structure of VIEW now stands in California with ten autonomous centers, each conducting its own operations, there is little chance of implementing the recommendations of this report without the State VIEW Committee and the State Department of Education agreeing on the course of action necessary to implement VIEW as a statewide system and then cooperating in taking the steps necessary to make things happen. This means that someone will have to be assigned direct responsibility for initiating and carrying out the adopted plan of action of the State VIEW Committee. Unless this is done the chances of having VIEW become a viable statewide system are negligible.

6. That the State VIEW Committee devise a funding system for each center so that the cost of VIEW (other than equipment that is individually purchased by the schools) becomes equalized throughout the state.

TAI Comment: Although there was general agreement among all centers on the production costs of VIEW material (aperture cards), the cost to the user schools varied in different parts of the state. User schools may need to contribute some part of the cost of producing VIEW, but VIEW centers should not become competitive enterprises forced to "sell" decks in order to underwrite the cost of other operations.

7. That an EPDA proposal or other funding source be contracted to fund an intensive inservice workshop for members of the State VIEW Committee and VIEW center personnel. Such training should include a review of the recommendations and guidelines contained in this report and the development of plans and procedures for implementing the steps necessary to make the transition from ten VIEW centers to a state system.

8. That no further VIEW centers be provided financial support with state or federal funds to purchase aperture card production or processing equipment.

9. That the ultimate goal of having no more than two VIEW centers produce VIEW materials for all other centers and user schools in the state be established as a priority by the State VIEW Committee.

TAI Comment: TAI is not suggesting that existing centers presently producing VIEW materials be prohibited from continuing production until they have assurance of a reliable source of up-to-date and complete decks being available to them; nor does this recommendation preclude the funding of cameras and other production equipment by local districts or by the state for purposes other than for the production of VIEW materials.

VIEW Center Recommendations

TAI recommends:

10. That VIEW centers be placed in two distinct categories: production centers and distribution centers.

11. That all VIEW centers be responsible for generating up-to-date and local information for the VIEW scripts used in their service area. This means that no new VIEW center should be accepted as a distribution point unless it indicates a willingness and capacity to do so, either through a full-time or part-time person or through the use of qualified consultants who are familiar with local employment opportunities.

12. That the present four-page format of VIEW scripts be retained, and that VIEW occupational decks be packaged by alphabetical sequence by job title. Cross references or coordination with various interest tests should be contained in index booklets for convenience of user students.

13. That the major functions of VIEW centers follow the guidelines listed on Table 4. The suggested responsibility for each of the 26 major functions is shown between production center, distribution center, and specially funded projects (which might be performed by either or both types of center). The 26 major functions listed on Table 4 are also recommendations by TAI as the guidelines for determining areas of operational responsibility among VIEW centers and projects specially funded through the state.

Table 4

MAJOR FUNCTIONS OF VIEW CENTERS AND
ALLOCATION OF RESPONSIBILITY FOR SUCH FUNCTIONS

Major Functions	Primary Responsibility for Function		
	Production Center	Distribution Center	Special Project Funded Career Education
VIEW Scripts			
1. Occupational Data Collection and Verification	X	X	
2. Writing New Occupational and/or College VIEW Scripts	X	X	
3. Writing Updated Occupational and/or College VIEW Scripts	X	X	
4. Development and Writing of Special Needs VIEW Scripts	X	X	X
5. Localization of Occupational Information, Reference Sources, and Personal Contacts	X	X	
6. Preparation of Camera-ready VIEW Scripts (on a prescheduled basis)	X	X	
VIEW Material Production			
7. Master Aperture Card Production	X		
8. Production of Copy Cards for VIEW Decks	X		
9. Assembly and Packaging of VIEW Decks	X		
10. Development and Production of Promotional Materials for User Schools and Others	X	X	
11. Production of Special Needs VIEW Decks	X		
12. Development and Production of Supportive Printed Materials (Index Booklets, Teacher-Counselor Manuals, etc.)	X	X	

Table 4 (Cont'd.)

Major Functions	Primary Responsibility for Function: Production Center	Distribution Center	Special Project Funded Career Education
Distribution of VIEW Materials			
13. Delivery of VIEW Materials to Other Distribution Centers (before Fall School Term commences)	X		
14. Delivery of VIEW Materials to User Schools (before Fall School Term commences)	X	X	
15. Delivery of New or Updated VIEW Materials During School Year	X	X	
Liaison with User Schools			
16. Establishment of Initial and Continuous Contact with User Schools	X	X	
17. Consulting and Assisting with Obtaining and Setting up VIEW Equipment	X	X	
18. Providing Initial and Periodic Inservice Training for Teachers, Counselors, Paraprofessionals, and Other User School Personnel in:			
1) the use of VIEW materials by students	X	X	
2) operation of equipment	X	X	
3) associated occupational counseling and career information materials and resources	X	X	X
19. Providing Continuing Liaison with Schools (Trouble Shooting and General Consulting Assistance)	X	X	

Table 4 (Cont'd.)

Major Function	Primary Responsibility for Function: Production Center	Distribution Center	Special Project Funded Career Education
Research and Development Activities			
20. Program Development for Use of VIEW in Curriculum			X
21. Development of VIEW Materials for Various Grade Levels (Junior High, High School, and Post-High School)			X
22. Development of VIEW materials for Special Needs Students			X
23. Development and Feasibility Studies for Integrating VIEW with Other Career Information Systems (Computerized Job Data Banks, Commercially Prepared Materials, etc.)			X
24. Development of Procedures and Materials for Coordinating the Use of VIEW with Various Test Materials and Instruments	X	X	X
25. Conducting Student Assessment and Feedback Surveys	X	X	
26. Conducting Evaluation and Assessments of the Use of VIEW by Students and Educators	X	X	X

TAI Comment: For purposes of definition production centers refer to VIEW centers that produce and distribute materials to both user schools in their own service areas and for other VIEW centers in the state that do not produce their own VIEW aperture cards or microfilm.

User School Recommendations

TAI recommends:

14. That user schools always have as a condition for using the VIEW materials a person who is primarily responsible for the promotion, coordination, and maintenance of VIEW in the school. Suggested persons for such responsibilities are an interested and competent counselor or vocational counselor, coordinator of work study/experience, or teacher in an occupational area.

15. That user schools endeavor to place VIEW in a Career Information Center or equivalent area containing other occupational materials and printed matter.

16. That no school purchase a 3M Executive I reader-printer with the mechanical handle until the company has perfected the equipment and made it more reliable during print-out operations.

TAI Comment: User schools should contact their respective VIEW centers to obtain advice and assistance in making sure that any VIEW equipment they purchase is compatible with the format of the aperture cards or microfilm cassettes being produced.

17. That user schools endeavor to utilize student aides or paraprofessionals to help monitor equipment and assist students in the use of equipment and VIEW materials.

18. That all user schools have clearly stated directions posted on how to operate VIEW equipment regardless of the type that is used.

19. That students be encouraged to take a print-out with them for occupations for which they have demonstrated an interest. The VIEW system should work toward having print-out capabilities made available to all schools using VIEW materials.

TAI Comment: TAI found that the only real link between VIEW and the parents was the discussions held by students with parents. Therefore, the use of print-out materials is seen as an important means of reinforcing this line of communication.

Concluding Statement on Statewide VIEW Model

When the foregoing nineteen recommendations are taken as a whole, they constitute the essential components of an operating model for VIEW in the state. The recommendations include state level organization so far as the State VIEW Committee and the State Career Education Task Force are concerned. More specific recommendations on VIEW centers and user schools constitute the remaining components of a statewide model.

There are many things that this study was not commissioned to do that remain to be done; however, it is the opinion of TAI that during the period of time in which this study occurred, the climate of cooperation and determination to make VIEW a workable and effective career counseling tool in the state was achieved. If this spirit of resolve can be supported by state level support and funding, the plan that was begun with the initiation of this evaluation study can be implemented.

III THE ORIGINAL CONCEPT OF VIEW

Because the evaluation methodology used by TAI depended largely upon the identification of the assertions made by the users of VIEW, TAI endeavored to obtain a clear picture of the operating concept of VIEW from persons who were involved with its early development. Toward this end, TAI contacted Dr. Martin Gerstein and Dr. Richard Hoover, originators of the concept, to elicit their comments about the original purpose and use of VIEW. Dr. Edwin A. Whitfield, present Director of the Career Information Center, was also asked to express his ideas about the concept. The following section is made up of excerpts from these sources and other printed materials distributed by the Department of Education, San Diego County.

How VIEW Started

VIEW started with an idea:

> Young people should have a chance to find out for themselves about jobs and schooling.
>
> It was a good idea BUT--the information about such jobs and educational opportunities wasn't in any one place. Furthermore, a lot of it wasn't organized for fast reading . . . fast copying. To accomplish this idea, the San Diego County Career Information Center--and VIEW--was pioneered by Martin Gerstein and Richard Hoover, Guidance Coordinators, Department of Education, San Diego County.1/

According to Dr. Martin Gerstein:

> The idea to establish a regional career information center originated during the 1965-1966 school year with the San Diego County Coordinating Council for Vocational Education. This council, while it had representation from large unified and high school districts in San Diego County, was primarily made up of educators in the junior college system.

1/ "How VIEW Started," the original VIEW flier developed by the Regional Center for Career Information, Department of Education, San Diego County, 1965.

> The council at that time agreed that: 1. The training of school counselors in the area of career planning was not adequate. 2. Many school counselors were not able to keep up-to-date on occupational information, and 3. Much of the occupation data being used in the schools was too technical for students to comprehend.

Development

Gerstein continues that:

> As a result of the needs assessment, a model system was designed and developed to collect, abstract, synthesize, produce, store, and disseminate career information based upon specifications which the student consumers in the junior colleges had identified by means of the questionnaire and the sample . . . . It was believed that the model system would overcome some of the traditional criticisms of occupational literature with respect to its lack of authenticity and reality, with respect to its lack of currency, and with respect to problems in filing and retrieval of occupational information.1/

Dr. Edwin A. Whitfield states that the emphasis of:

> VIEW from its inception was intended as a counselor or guidance department oriented program. While the program was funded under VEA 63 (1965-67) and ESEA III (1967-69) all necessary equipment and materials were loaned free of charge to participating schools with the stipulation that it be located in the guidance area (but not in a counselor's office). Although requests were received from librarians for relocation of the equipment to their area we refused since it was felt that the use of the VIEW materials required the services of a professional counselor be near both prior to and after using the VIEW scripts. Although the ease in filing and retrieving information was one of the initial concerns in VIEW's origin the system was considered much more than a means of locating and checking out job briefs.

1/ Dr. Martin Gerstein, "Background and Development of VIEW," January 1972. By request this was written for Tadlock Associates Inc.

Whitfield enlarges upon this by saying:

> VIEW (Vocational Information for Education and Work)[1/] was initiated in 1965 to help fill the need of junior college and upper high school (11th and 12th grade) students for specific job information. The length and specificity of the VIEWscripts, while allowing students to study several occupations on their own, do not however lend themselves to the general exploratory activity needed by many high school and most junior high school students. The use of VIEW for this exploratory function has evolved due more to the lack of adequate materials for this purpose than to the inherent value of VIEW at the lower grade levels.
>
> VIEW began with a three card format which was perceived as facilitating the updating process. It was hoped that the VIEWscripts could be updated within two weeks after we became aware of changes for specific jobs in the labor market.
>
> In 1966 the two card format presently used by San Diego was developed. This approach was seen as the most feasible for a state system of production and distribution of vocational information. It was hoped that one card containing general and statewide information could be written and generated on a statewide basis (underscore added) while a second card for each job could be produced locally according to local need. The State Department of Education and the State Employment Service were approached with this concept but, due to lack of financial support, it could not be implemented. Having no state department direction or control VIEW programs then began to appear and grow on a local basis leaving cooperation, control of duplication, and direction of the statewide growth of VIEW to the discretion of each local VIEW program.[2/]

1/ At this initial stage VIEW meant Vocational Information for Education and Work. As information in this system was enlarged to include occupations requiring ongoing education, the meaning of the "V" was modified to Vital.

2/ Dr. Edwin A. Whitfield, "Initial Concepts." By request this was written for TAI, January 1972.

Early printed brochures that were used to publicize VIEW contained the following information regarding how VIEW would serve youth and help the counselor.

VIEW lets you (the student)

- Inquire in privacy about the personality, aptitudes, and physical traits you need to get the job and education you want
- Decide for yourself whether you will like the working conditions
- Plan your preparation and training for both education and job
- Take advantage of job prospects and educational opportunities which may appeal to you in your own and nearby communities
- Investigate for yourself where you can get more facts about the job and education that interest you

. . .

VIEW lets the counselor

- Stay up-to-date with changing information about jobs, job markets, pay scales
- Have at his fingertips information about a wide variety of jobs that young people may find attractive
- Motivate young people to inquire for themselves about careers and educational opportunities
- Find out facts about jobs and education so he can help young people achieve their goals
- Obtain in short order an encyclopedic knowledge that otherwise would require extensive searching[1/]

Delivery System for VIEW

A microfilm aperture card format was chosen as the primary means of making career information available to students. Microfilm was

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1/ "How VIEW Started," the original VIEW flier developed by the Regional Center for Career Information, Department of Education, San Diego County, 1965.

chosen as the chief media for information dissemination because of a number of theoretical and practical advantages.

1) Economy: Microfilm can contain many pages of information capable of being viewed repeatedly by numerous users. Thus, it accomplishes a wide dissemination without the use of a printing press with its inherent high costs of paper and processing. Microfilm can be processed and disseminated at a fraction of the cost of printed materials.

2) Compactness: Many 8½ x 11 sheets of paper, in unlimited quantity, can be replaced by one 3" x 7" aperture card or 4" x 6" microfiche. Consequently, one small filing cabinet can contain enough information to fill an entire room of regular hard paper copy.

3) Versatility: The use of microfilm permits the dissemination of information via a viewing screen. If the user wishes, he may obtain a paper copy from a reader-printer for his personal use with the microfilm copy being retained in the file for other users.

Among the major elements that add to the versatility of microfilm aperture cards are the following:

a) Ease of Updating: The unlimited distribution capability of microfilm eliminates the need for reprinting thousands of hard copies for each change in information. In most cases, the original document can be microfilmed with only the new or updated information being changed. Therefore, the microfilm aperture card can be modified and redistributed easier than other media dissemination systems.

b) Ease of Filing and Retrieving: The keypunch capability of the microfilm aperture card allows for the automated filing and retrieving of information through the use of data processing equipment. In addition to job title, other data can be keypunched into the aperture card.

This keypunched data, either singularly or in various combinations, can then be used as selection factors in retrieving cards from the system.

c) Computer Adaptability: The microfilm aperture card, combining the use of microfilm with a data processing input document, is adaptable for use in a computerized system. Such a system, with its more extensive capability and speed for data storage, retrieval and analysis, may be interfaced with the microfilm aperture card approach, thus adding value and new dimensions to the usability of VIEW.

TAI Comment: The study findings of TAI tend to support the decision to use microfilm aperture cards as the dissemination media for VIEW so far as the theoretical and practical advantages of economy and compactness are concerned. There may be some question as to the short range economy of the VIEW system when the cost of equipment is considered. However, with regard to versatility, there is less evidence to support the advantages of microfilm aperture cards as used in California.

- In a number of VIEW centers, job information was neither updated nor localized for many occupations.

- Filing aperture cards was not standardized throughout the state. Some VIEW decks were filed alphabetically, some by DOT number, and still others by interest area. In about 25 percent of the schools visited by TAI index booklets were not available, so uninitiated student users had to search without direction for the occupations they wished to explore. Counselors, librarians, and teachers complained that unless the use of VIEW was monitored, aperture cards were misfiled, lost, or mutilated by users.

- Although computer adaptability is a distinct possibility, thus far no concrete steps have been taken to implement this application of VIEW. A number of VIEW centers do not keypunch the aperture cards; those that do, use keypunching primarily to print the headings on the cards rather than to be used as an actual sorting device for data processing.

TAI Comment: On January 19, 1972, TAI arranged for a meeting between VIEW center directors and personnel from San Mateo and San Diego counties with a representative of the Santa Clara County Office of Education to discuss the compatibility of VIEW with the computerized Job Data Bank being developed in Santa Clara County. It was agreed by all parties at the meeting that a mutual benefit to both VIEW and the Job Data Bank would be derived if a means to study the ways to make the two systems compatible in such areas as primary data search, format of data presentation, and content of occupational descriptions could be funded.

IV NUMBER OF SCHOOLS AND STUDENTS SERVED BY VIEW

Number of Schools Served

In 1970 the ten VIEW centers in California distributed decks of aperture cards to 526 schools located in 214 districts. A number of other schools within the state requested materials or sample VIEW decks, but no accurate information is available on how such materials were used.

Table 5 shows the number and type of schools directly served by each of the ten centers. When senior high schools and continuation schools are combined, nearly 70 percent of the schools receiving VIEW materials are at the secondary level. Approximately 17 percent are junior high schools and 6 percent are community colleges.

Based on sample data from 217 schools, the schools using VIEW fall into the following size categories:

- 20.2 percent serve fewer than 501 students
- 9.9 percent serve 501 to 1,000 students
- 51.7 percent serve 1,001 to 2,500 students
- 18.2 percent serve more than 2,500 students

Twenty-two percent of the user schools were located in urban centers, 49.8 percent in the suburbs, and 28.1 percent were located in rural areas.

Number of Students Served

The gross estimate of all VIEW centers combined indicates that 694.0 thousand students were enrolled in schools receiving VIEW materials in 1970-71. Table 6 shows the estimated number of students enrolled in user schools by grade level. Over 80 percent attended senior high schools (including continuation schools).

In the fall of 1970, nearly 1.29 million students attended public high schools in California. At the same time 581.9 thousand high school

Table 5

NUMBER AND TYPE OF SCHOOLS SERVED
BY VIEW CENTERS, 1970-71

Center	Number of Schools by Level							
	Elementary School (K-6)	Junior High (7-9)	Senior High (9-12)	Continuation Schools (9-12)	Community Colleges (13-14)	Adult Education	Other Agencies	Total
Kern	--	--	37	--	2	--	--	39
Los Angeles	--	10	64	3	7	7	--	91
Orange	--	27	47	9	6	--	--	89
Sacramento	2	16	43	9	5	--	1	76
San Bernardino	--	7	26	--	1	--	6	40
San Diego	--	25	43	--	6	--	14	88
San Mateo	--	3	27	--	3	--	--	33
Stanislaus	--	5	10	2	2	--	1	20
Tehama	--	--	33	--	--	--	--	33
Ventura	--	--	15	--	2	--	--	17
Totals	2	93	345	23	34	7	22	526

Source: Data compiled by TAI from estimates provided by VIEW centers, February 1972.

Table 6

APPROXIMATE STUDENT ENROLLMENT IN ALL SCHOOLS BEING SERVED BY VIEW CENTERS, 1970-71

Center	Estimated Enrollment by Level (000's)				
	Below Senior High (K-8)	Senior High (9-12) 1/	Community College (13-14)	Adult Education	Total (000's)
Kern	--	41.0	8.9	--	49.9
Los Angeles	8.6	134.0	--	11.0	153.6
Orange	31.9	93.9	3.8	--	129.6
Sacramento	15.9	47.2	9.5	--	72.6
San Bernardino	--	75.0	4.5	--	79.5
San Diego	--	85.0	6.0	--	91.0
San Mateo	--	40.0	--	--	40.0
Stanislaus	3.4	35.0	8.6	--	47.0
Tehama	--	6.8	--	--	6.8
Ventura	--	24.0	--	--	24.0
Totals	59.8	581.9	41.3	11.0	694.0

1/ Includes continuation school enrollments.

Source: Data compiled by TAI from estimates provided by VIEW centers, February 1972.

students were enrolled in schools receiving VIEW materials. This would indicate that nearly 53 percent of the high school students in the state had potential access to VIEW. However, the number of students who have potential access to VIEW is not the same as the number who actually use it. Due to a lack of records, little information was available on either the number or type of students who actually utilize VIEW. Teacher and counselor estimates would place this figure between 10 and 20 percent of the students enrolled in the user schools.

An analysis of estimated student use by educators does not reveal a significant difference in level of use by either size of school or location (i.e., rural, urban), except that a slightly higher level of student use was estimated by educators in small schools (with fewer than 501 students) and by educators in rural schools. However, these estimates were not generally supported by on-site observations of the TAI study team. Thus, it is likely that estimates of use by the small and rural high school student were overstated.

When asked, teachers and counselors did not present a consensus on any particular group of students (i.e., by grade level, ethnic group, or sex) that they thought were better or more poorly served by VIEW. Vocationally oriented students were most frequently identified as the chief beneficiaries of VIEW, but only by 12.0 percent of the educator respondents.

> TAI Comment: Although there is a presumption that the number of student users has increased tremendously over the past five years, there is no documented evidence on a statewide basis to indicate the extent of such growth. However, several things are evident. First, even though schools located in 38 out of 58 counties receive VIEW and 214 out of more than 350 plus school districts in the state receive VIEW, most of these are clustered near the existing centers. Two of the largest student population areas near the San Francisco Bay Area and in central Los Angeles are not yet involved with VIEW to any appreciable extent.
>
> Second, an analysis of estimated student use at the community college level, which was the original target population of the system, indicates that only limited use is being made and that little exposure to VIEW is evident in adult education.

Although there is a growing interest in VIEW at the junior high school level, the conclusion of TAI is that in California VIEW has not yet reached its potential use at any level in school--from junior high through community college.

V STATEWIDE PATTERN OF OPERATIONS AMONG VIEW CENTERS

The location of the ten VIEW centers is shown on the map of California in Figure 1. Six of the VIEW centers are located in the southern third of the state. Three of the centers are located in the north-central section of California and the remaining center is located in the San Francisco coastal area.

Data on Table 7 summarize some of the key characteristics of each center with regard to the year they were established, the number of counties and districts served by each, the existence of written goals and objectives, and production of aperture cards. The information in columns 1 through 3 on Table 7 is self explanatory; however, additional comment is helpful in regard to the written objectives of each center and the production of aperture cards.

Goals for VIEW Centers

The VIEW centers have emerged as a statewide network more by accident than design. There have been no qualifying standards to meet in order to become a VIEW center. Consequently, there is no unifying set of goals for the centers within the state. Four centers did not have specifically written goals and objectives for VIEW although most brochures and pamphlets issued by all centers emphasized a mission related to the production, updating, and distribution of occupational information via aperture cards. Other actual or implied goals referred to providing assistance to counselors, teachers, and/or administrators in local districts through inservice training, consulting services, and distribution of career information materials.

> TAI Comment: The lack of a unifying set of goals for all ten VIEW centers has resulted in having some goals in one center actually conflict with goals of another, particularly where the issue of expanding the services of VIEW into new counties and districts is involved. More about this issue will be discussed in another section of this report when the dissemination of VIEW materials is analyzed.

Figure 1

LOCATION OF VIEW CENTERS IN 1970-71

Table 7

SUMMARY OF KEY CHARACTERISTICS
OF VIEW CENTERS, 1970-71

Center	(1) Year Established	(2) Number of Counties Served	(3) Number of Districts Served	(4) Have Written Goals for VIEW	(5) Produces Aperture Cards	(6) Subcontracts for Production of Cards
Kern	1968	4	23	--	Yes	--
Los Angeles	1969	1	40	--	--	Yes
Orange	1969	1	16	Yes	--	Yes
Sacramento	1968	10	26	Yes	--	--
San Bernardino	1968	3	21	Yes	--	--
San Diego	1965	1	19	Yes	Yes	--
San Mateo	1967	1	9	Yes	Yes	--
Stanislaus	1967	10	19	Yes	Yes	--
Tehama	1968	10	33	--	--	--
Ventura	1971	1	8	--	--	--
Totals		38 1/	214	6	4	2

1/ Column will not add up to 38 because several centers are serving schools in four of the same counties.

Source: Compiled by TAI from data obtained from VIEW centers, February 1972.

Production of VIEW Aperture Cards

The duplication of aperture cards is the final step in a long series of data collection, technical writing, layout, and master card production. Each of the centers uses different methods to assimilate each of the foregoing steps.

Although six VIEW centers actually possess the necessary processing camera equipment to produce microfilm aperture cards, only four do so regularly: Kern, San Diego, San Mateo, and Stanislaus. Two centers (Los Angeles and Orange) contract with local private microfilm companies to produce aperture cards.

Estimated utilization of the camera equipment for producing VIEW cards, in the four centers that do so, ranged from 10.0 percent to 30.0 percent, with the average being less than 15.0 percent. The actual production cost for producing each master microfilm card was about ten cents. The estimated production cost per copy card ranged from two to five cents. No data were available to analyze differences in production costs using the percent of utilization of camera and card duplication equipment.

The statewide on-site survey of the ten VIEW centers revealed the following information on production equipment:

- In addition to the processor cameras mentioned earlier, five VIEW centers have microfilm card duplicators. Three of these centers use 086 card duplicators. One center has two Itek card duplicators. One center has a 3M 041 card duplicator.
- Utilization of card duplication equipment in VIEW centers ranges from 1.0 percent to 30.0 percent of the time.
  - -- 086 card copier has a capacity of 50 to 100 cards per hour
  - -- Itek card copier has a capacity of up to 500 cards per hour
  - -- 3M 041 card copier has a capacity of up to 2,000 cards per hour.

- Each of the ten VIEW centers has access to a reader-printer.
  - -- 5 centers have both Executive I and 400 reader-printers
  - -- 2 centers have only Executive I reader-printers
  - -- 1 center has only series 400 reader-printers
  - -- 1 center has both a series 400 and 200 3M reader-printer
  - -- 1 center does not own a reader-printer but has access to a series 400 reader-printer.
- Utilization of reader-printer equipment ranges from 5.0 percent to 50.0 percent of the time, but averaged about 10.0 percent.

According to the technical opinions and information gathered during the on-site visits by TAI, three types of VIEW centers now exist: major deck producers, minimal or occasional card producers, and distribution centers only. The model equipment configurations and approximate costs are shown on Table 8.

TAI Comment: Technically, any one of the existing VIEW production centers has the potential to manufacture all of the aperture cards needed in the state. Practically, several things militate against a single production center in the state. First, four centers already are actively producing VIEW decks. Although one of these is willing to abandon production, if a reliable supplier of updated and localized cards can be found, the three remaining centers are not presently in a position to quit production and abandon the existing equipment.

Second, the location of a single center would pose a greater distribution and communications problem than exists under the present multiple center system. The new problems are connected with obtaining up-to-date occupational information and with the logistics of shipping VIEW decks from a single location to all users in the state.

Third, under the present organizational structure of the VIEW centers, wherein they are affiliated with autonomous county offices or local districts rather than under the auspices of a single corporate unit or public agency, there is little to prohibit the continued operation of existing centers so long as they elect to remain in operation. Thus, without making

Table 8

MODEL EQUIPMENT CONFIGURATIONS AND APPROXIMATE COSTS

Three model equipment configurations for VIEW centers are:[1/]

1. Most modern maximum capacity equipment, for VIEW centers that are major producers of VIEW decks (e.g. Stanislaus):

Equipment	Approximate Costs
1 2000 negative/positive series camera (new)	$ 9,300
1 Card duplicator (Itek OP 60-61 or 3M 041)	5,000
1 400 3M reader-printer	1,400
Total equipment cost	$15,700

2. Minimum capacity equipment for VIEW centers occasionally producing VIEW decks (e.g. Orange):

Equipment	Approximate Costs
1 2000 series camera (used) or 1 1000 series camera (new)	$5,000
1 086 card duplicator	1,100
1 Executive I 3M reader-printer	360
Total equipment cost	$6,460

3. Typical equipment configuration for VIEW centers only distributing VIEW decks (e.g. Tehama):

Equipment	Approximate Costs
1 Executive I 3M reader-printer	$ 360
1 400 3M reader-printer	1,400
1 DUKANE reader	225
Total equipment cost	$1,985

1/ Equipment costs of configurations do not include paper supplies and do not allow for VIEW centers to provide equipment free of cost to user schools.

Source: Compiled by TAI, March 1972.

major legal and financial changes, two reasonable courses of action are open: (1) continue to utilize the existing VIEW production centers, and (2) prohibit the use of state or federal funds to establish any more such production centers. (However, there presently is nothing to prohibit the use of local funds for doing this.)

Preparing VIEW Scripts

Three patterns of preparing VIEW scripts were prevalent in the state: (1) Use of a full-time technical writer who was responsible for data collection and script writing for both new and updated occupations, (2) Use of part-time script writers who were responsible for updating and generating new occupational write-ups (this approach was used in two ways; first, a part-time person was added to the VIEW center staff but assigned other responsibilities in addition to writing VIEW scripts. Second, counselors and/or teachers from schools located in the service area of the VIEW center were hired during the summer months to update and generate new occupational scripts), and (3) Subcontracting the job of writing VIEW scripts to consultants and/or a third party for a fee.

In nearly all cases, regardless of the approach taken, there was agreement among VIEW centers that gross costs for developing a new VIEW script was about $100.00. The cost of updating a VIEW script was estimated to be nearer $50.00.

TAI Comment: Each of the three approaches to obtaining necessary data and writing VIEW scripts has its advantages. The hiring of a part-time or full-time script writer who is a staff member of a center means that scripts can be updated and/or generated on a year-round basis. Part-time script writers that are drawn from user schools provide an opportunity to promote VIEW within the schools. However, this approach usually means that scripts must be written only during summer months which can place a heavy burden on the production process at the end of the summer in order to have the decks ready for distribution in the fall. Furthermore, this approach creates the need for constant inservice training and supervision. The use of subcontractors means that the center could lose some control over the quality of the content of the scripts. There was little evidence to show the comparative cost of each approach, but TAI found no major differences in the contents, accuracy, or readability

of VIEW scripts produced in all three ways. However, full-time or part-time staff members did seem to facilitate getting VIEW decks produced and distributed on a more routinized and faster schedule throughout the school year.

Dissemination of VIEW Decks

Four VIEW centers do not physically produce aperture cards themselves, but obtain decks produced by one of the other VIEW centers. Table 9 shows the interrelationships among the centers that produce (or subcontract for production) VIEW decks and the centers and schools that receive them. The Stanislaus center disseminated VIEW decks to three other centers that served a total of 169 schools or 32.2 percent of the user schools in 1970-71. Although Los Angeles distributed VIEW only within its own county and Ventura, it disseminated decks that were used in 20.5 percent of the schools in the state. None of the remaining VIEW centers produced occupational decks that supplied other VIEW centers, even though they may have sent VIEW materials to districts or counties where no other VIEW center was located. Kern center is supplying EMR and college decks to other centers.

Table 10 shows the approximate number of students attending schools with VIEW within and outside of the immediate service area of each center. The great majority (88.9 percent) of students who have potential access to VIEW attend schools located in the immediate service area of a VIEW center.

TAI Comment: The analysis of VIEW center operations indicates that several have assumed an "entrepreneurial" approach to selling VIEW to schools or districts. Unfortunately, the emphasis placed by most centers thus far has been on the production and sale of VIEW rather than on program development, research, and evaluation of its use. This has already led to a competitive posture among several centers and overlapping territories.

The pressure to make VIEW centers "pay for themselves" through sales or subscriptions of VIEW decks to user schools is one of the negative aspects of the present system that must be faced by the VIEW centers themselves, the State VIEW Committee, and ultimately, the State Department of Education.

Table 9

PRODUCTION AND DISSEMINATION
OF VIEW DECKS (APERTURE CARDS)
BY EACH CENTER, 1970-71

Production Center	Centers Receiving Decks from Production Centers	Number of Schools Receiving Decks from each Center[1]	Percent of Total Schools Served
Stanislaus	Stanislaus	20	
	San Bernardino	40	
	Sacramento	76	
	Tehama	33	
		169	32.2%
Los Angeles	Los Angeles	91	
	Ventura[2]	17	
		108	20.5
Orange	Orange	89	16.9
San Diego	San Diego	88	16.7
Kern	Kern	39	7.4
San Mateo	San Mateo	33	6.3
Total		526	100.0%

1/ Figures refer only to schools receiving occupational VIEW decks, but do not indicate the number of decks distributed to each school.

2/ The 17 schools in Ventura County are served by two mobile vans. Los Angeles provides only 3 decks to the Ventura ROP.

Source: Data compiled by TAI, December 1971.

Table 10

APPROXIMATE HIGH SCHOOL ENROLLMENT IN DISTRICTS SERVED BY VIEW CENTERS
(Thousands)

Center	Number of High School Students Served[1/]		
	Total	In Immediate Service Area[2/] of Center	In Other Counties or Districts Without a Center
Kern	41.0	26.0	15.0
Los Angeles	134.0	134.0	--
Orange	93.9	93.9	--
Sacramento	47.2	47.2	--
San Bernardino	75.0	46.0	29.0
San Diego	85.0	85.0	--
San Mateo	40.0	40.0	--
Stanislaus	35.0	14.0	21.0
Tehama	6.8	6.8	--
Ventura	24.0	24.0	--
Totals	581.9	516.9	65.0
Percent of Total	100.0%	88.9%	11.1%

1/ Includes continuation school enrollments.

2/ "Immediate service" area refers to the district or county in which the VIEW center is located, except in Tehama where the center serves ten counties in the northern portion of the state.

Source: Compiled by TAI.

Funding of VIEW

The majority of VIEW centers were originally established with funds from state and federal sources (i.e. VEA '68, ESEA III, NDEA V). A few centers received small contributions from the institutions they served or from the county or district General Service Fund; but in the main, VIEW was funded largely by nonlocal funds, except for those generated by ROP revenues.

An estimated quarter of a million dollars was identified in the combined operating budgets of the ten VIEW centers in 1970-71. This figure was understated because the data provided by some of the VIEW centers did not include the budget for administrative salaries or overhead--nor does the quarter million dollar budget cover capital outlay of any center in 1970-71.

The sources of each VIEW center's budget varied, but where a Regional Occupational Program (ROP) existed in the same county as a VIEW center, it tended to be the source of 50.0 to 100.0 percent of VIEW's funds. Table 11 shows the percent of funds derived from each source supporting each VIEW center in 1970-71. A cursory analysis of the data points out the absence of local funds except for ROP monies and the lack of state financial support.

Four VIEW centers help support their operations through the sale of VIEW materials to schools within or outside of their service area. Pricing practices for VIEW decks ranged from $50.00 to $250.00 per school. Several centers provided VIEW materials free to schools within their service area but charged fees for materials sent to schools outside of their immediate service area. Even in the three centers where VIEW is provided free, the costs were allocated to the schools through an ROP tax levy or were part of a special ESEA III grant. In some cases the cost allocation per school through an ROP reached nearly $500.00 per school.

Table 11

SOURCES OF VIEW CENTER FUNDS 1970-71

	Percent of Funds Received From:						
	ROP	General Service Fund	Counseling Guidance Budget	ESEA III	VEA and Other Federal	Contracts with Local Districts	Sale of VIEW Materials
Kern	--	25.0%	--	45.0%	--	--	30.0%
Los Angeles	--	--	--	--	--	100.0%	--
Orange	100.0%	--	--	--	--	--	--
Sacramento	50.0	--	--	--	45.0	--	5.0
San Bernardino	--	--	--	--	70.0	30.0	--
San Diego	100.0	--	--	--	--	--	--
San Mateo	100.0	--	--	--	--	--	--
Stanislaus	--	5.0	--	33.0	30.0	7.0	25.0
Tehama	--	--	--	100.0	--	--	--
Ventura	50.0	25.0	--	--	25.0	--	--

Source: Compiled by TAI from data supplied by VIEW centers, December 1971.

Expenditures by VIEW Centers

All but one VIEW center had information available on the pattern of annual operating expenditures for 1970-71. Although budget data are approximations by VIEW center personnel as well as from available budget records for 1970-71, the information presented in Table 12 indicates the proportion of operating funds that was committed to salaries and payroll burden for professional and support staff in each center. On a statewide basis, TAI calculated that more than two-thirds of the combined annual VIEW center budgets (approximately a quarter-million dollars in 1970-71) were spent on salaries and approximately 25 percent were spent on materials, supplies, and equipment. About 8 percent was allocated for other miscellaneous expenses.

Budget information covered by this study was limited to data provided by VIEW centers. No data were available on the amount of money spent by all user schools for the purchase of equipment, VIEW materials, supplies, equipment maintenance, and salaries for persons related to the use of VIEW.

TAI Comment: The funding structure supporting VIEW in California contains a major drawback which inhibits the free exchange of VIEW materials among centers. Where locally generated ROP funds are used to support VIEW, there is a legal as well as administrative concern that to spend local funds to supply nonlocal schools with VIEW is a misuse of tax monies.

Even when federal monies are used by VIEW centers, they are identified as earmarked for local use rather than statewide use once they are appropriated to the local district. For the most part VIEW centers have neither the money nor the manpower to do more than provide necessary materials and services to schools in their service area. In some cases, these funds are barely sufficient to adequately cover local operations, yet some centers have attempted to supplement their budget through the sale of subscriptions to other districts. The net result has been that a competitive market has emerged.

Another more serious deficiency of the present funding pattern has been the lack of money that local districts are willing or able to appropriate for research and program development that could benefit VIEW on a statewide basis.

Table 12

PERCENT OF ANNUAL EXPENDITURES
BY CATEGORY BY VIEW CENTERS
1970-71

Center	Percent of Annual Expenditures by Category					
	Professional Staff	Support Staff	Materials and Supplies	Equipment	Travel and Expenses	Other Expenses
Kern	70.0%	10.0%	20.0%	--	--	--
Los Angeles	20.0	20.0%	45.0	7.0%	5.0%	3.0%
Orange	46.0	26.0	15.0	--	2.0	11.0
Sacramento	60.0	25.0	4.0	1.0	10.0	--
San Bernardino	N.A.	N.A.	N.A.	N.A.	N.A.	--
San Diego	45.0	18.0	15.0	15.0	2.0	5.0
San Mateo	50.0	47.0	1.0	1.0	1.0	--
Stanislaus	40.0	15.0	15.0	25.0	5.0	--
Tehama	--	--	100.0	--	--	--
Ventura	41.0	19.0	13.0	22.0	5.0	--

Source: Compiled by TAI from data supplied by VIEW centers, December 1971.

VIEW Center Staffing Patterns

The study revealed that in 1970-71 the ten VIEW centers in California were staffed by:

- 3 full-time professionals[1/]
- 24 part-time professionals
- 8 full-time support personnel
- 15 part-time support personnel

The typical VIEW center was staffed by:

- 1 part-time director
- 2 part-time professionals (usually counselors or script writers)
- 1 part-time secretary
- 2 part-time support staff (clerical workers, equipment operators, and/or script writers).

Although this typical staffing pattern was not found in all centers, it reflects the general assignments of the personnel. The part-time staff members may have worked for the VIEW center a few hours per week only, with the result that the full-time-equivalent (FTE) of the 24 part-time professionals would probably be 8 persons. The FTE for the part-time support personnel would be about 6 persons.

1/ Professional personnel are defined as persons holding a valid California credential or persons who hold designated administrative positions in the educational unit to which the VIEW center is attached.

Full-time personnel are defined as persons who devote two-thirds or more of their designated work load and time to VIEW center activities.

Support personnel are defined as all persons not holding a valid California credential and include such positions as secretaries, office and clerical workers, production equipment operators, script writers (not designated as professionals), and student workers.

TAI Comment: The staffing pattern in most VIEW centers appeared to be smaller than the mission of the centers calls for. The time and personnel necessary to develop, write, and update VIEW scripts was smaller than the task required in several centers. However, the largest deficiency in necessary time and personnel seemed to be in the area of inservice training, trouble shooting, and maintaining liaison with the user schools. This deficiency is reflected in the proportion of time VIEW center directors spend on each of the following activities:

	Percent of Time
Administration	36.8%
Student contacts	10.3
Development of VIEW scripts	20.4
Trouble shooting	6.1
Inservice training	15.5
Operation of production equipment	5.6
Other activities	5.3
	100.0%

Role of State VIEW Committee

As various county departments of education and local school districts decided to become VIEW centers, the need for a coordinating body became obvious. This need was partially fulfilled by the formation of a loosely affiliated group of VIEW center directors, or their representatives, called the State VIEW Committee. Representation from the State Department of Education Bureau of Pupil Personnel Services was present at this Committee during the early years of its operation.

This informal group functioned as a clearinghouse for the exchange of ideas and materials but had no formal charter or stated set of objectives. Membership was voluntary and aside from the good will and cooperative effort of members, it had no authority to set priorities or give direction to the activities of individual VIEW centers to avoid duplication of effort or to settle jurisdictional disputes where more than one center attempted to provide VIEW materials to the same school district.

Status of this body became even more uncertain after the reorganization of the California State Department of Education and the personnel from the Bureau of Pupil Personnel Services was assigned to other activities. For example, during the first three meetings with TAI and the State VIEW Committee, who acted as an advisory panel to this study, the State Department of Education was represented by three different individuals from three different units. (Pupil Personnel Services, Research Coordinating Unit (RCU), and the Task Force on Career Education.)

TAI Comment: Although the State VIEW Committee is an informal body, it provides an important communications link among the various centers. However, the lack of a stated mission for the Committee has contributed to the uncontrolled proliferation of VIEW and at the present time the Committee has not decided upon the criteria for membership on the State VIEW Committee nor on a concrete set of operating objectives that will establish guidelines for any of the following:

(1) Standardization of the number and job titles to be used in the occupational VIEW deck. (Currently the number of occupations in various decks ranges from 250 to 340.)

(2) Priorities for program development for the use of VIEW by grade level.

(3) Agreed upon territories for designated service areas for each (a) VIEW center producing aperture cards, and (b) centers disseminating VIEW materials to user schools.

VI PATTERNS OF USE OF VIEW IN SCHOOLS

In Chapter V, the statewide pattern of operations among the ten VIEW centers and the State VIEW Committee was discussed. In this chapter the practices that were found in the schools that were visited and from which educator questionnaires were received are covered. It is recognized that the practices found in the user schools are closely related to the patterns of operation established by the centers as evidenced by the fact that the schools do not control certain aspects of the system with regard to the number of pages in the VIEW scripts or the type of equipment used to deliver the career information to students. However, the effectiveness with which VIEW is executed is highly dependent upon the practices and attitudes of educators in the user schools. This chapter and the next attempt to address these issues.

Format of VIEW Scripts

All VIEW centers, except San Diego, use a four-page format for VIEW scripts. San Diego uses seven pages; the extra three pages are used to provide expanded and additional information on related resources and training for occupational entry.

Educators in user schools were asked to evaluate ten items on VIEW scripts.

(1) Format (layout of VIEW scripts)
(2) Language level
(3) Use of short concise statements
(4) Major headings
(5) Completeness of information
(6) Up-to-dateness of job data
(7) Educational requirements
(8) Discussion of the potential disadvantages of each occupation
(9) Use of pictures
(10) Print-out quality (readability)

On all items, except the last two, educators from all areas served by the ten VIEW centers rated the VIEW scripts as either good or excellent.

A large majority of educators from user schools in all areas except San Bernardino and Stanislaus rated the use of pictures on VIEW scripts as poor.

The poor quality of print-outs was a major complaint of educators in Los Angeles, Orange, Sacramento, and Tehama. Only in San Bernardino, San Diego, Stanislaus, and Ventura did the number of educator complaints about print-out problems not exceed the number of educators who were satisfied with the quality of print-outs.

> TAI Comment: Examination of the reasons for the gross dissatisfaction with the quality of print-outs became a major thrust of the TAI evaluation. These reasons are discussed in the following section on equipment.

Use of Equipment by User Schools

Information on the type and location of equipment used by schools was gathered by TAI in two ways. First, information on these items was obtained from the educator questionnaire, and second, data were gathered through observation and inquiries during the on-site school visits by the study team.

Table 13 shows the general equipment configuration of responding user schools served by each VIEW center. In San Diego and San Mateo (two areas with mixed population densities ranging from urban to rural) the majority of sample user schools do not have print-out capabilities on campus or within access of their students. In Tehama, where many schools serve fewer than 500 students, 65.2 percent of the sample schools used only readers.

On a statewide basis, 23.9 percent of the user schools possess 3M 400 reader-printers, 36.5 percent have 3M Executive Is. The remaining 39.6 percent utilize a variety of readers as the only means of delivering VIEW to students.

Table 13

WIEW EQUIPMENT CONFIGURATION
IN USER SCHOOLS

Center	Number of Responding Schools	Percent of Schools with Specified Equipment		
		3M 400 [1]	3M Executive I	Reader Only
Kern	26	29.5%	32.8%	37.7%
Los Angeles	26	8.1	83.8	8.1
Orange	40	8.5	57.4	34.1
Sacramento	17	14.8	59.3	25.9
San Bernardino	21	39.3	17.9	42.8
San Diego	44	30.6	8.1	61.3
San Mateo	14	8.3	8.3	83.5
Stanislaus	13	31.0	27.6	41.4
Tehama	22	21.7	13.0	65.2
Ventura	5	100.0 [2]	--	--
Total	228	23.9%	36.5%	39.6%

1/ Or equivalent equipment, e.g., 3M 100.

2/ Ventura serves 17 schools with two mobile vans using 3M 400s.

Source: Compiled by TAI from Educator Questionnaire, January, 1972.

Analysis of equipment type and satisfaction with equipment reveals that in schools using 3M Executive I reader-printers, educator satisfaction is lowest. Furthermore, an analysis of equipment and student use shows that in schools where 3M Executive I equipment is used, educators estimate that fewer students are exposed to VIEW.

TAI Comment: Dissatisfaction with the Executive I was registered by many educators in the schools that were visited by the TAI study team. Major complaints were focused on (1) frequent paper jams, (2) broken handles, (3) poor lighting for reader screen, and (4) mechanical breakdowns. Another related complaint was registered by many educators. In most schools, the original delivery of Executive I equipment in 1970 was made with an incorrect lens which rendered the machine unusable. This left many schools without either reader or print-out capability during the first year VIEW was initiated in the schools.

During November and December of 1971, the VIEW center in Sacramento conducted its own survey of VIEW and concomitant equipment problems in the schools it serves. The findings in Sacramento are generally supported by the TAI findings with regard to the fact that equipment failure, most particularly with the Executive I model, has discredited the validity of VIEW among many educators before the system was really given a fair trial with students.

In the opinion of TAI, it will take a major effort by the VIEW centers to regain the confidence of educators in user schools where equipment failure has been a major problem. However, not all is viewed with pessimism by educators despite equipment problems, as noted in the following quote from an educator in the Los Angeles area.

> The performance of the 3M equipment has been very erratic during the current school year. We have on order the new 3M equipment that utilizes microfilm tapes. We are hopeful that this equipment will be free of the continuous machine malfunction we experienced with the Executive model. There is no question in the minds of any of us that the VIEW question itself (job descriptions, etc.) is of vital interest to students. When our machines have been working well, we have been able to observe enthusiastic and appreciative responses of a wide range of students, particularly the occupationally oriented.
>
> Dr. Thomas Smith
> Covina Valley Unified
> School District

TAI communications with 3M reveal that, as of mid-October 1971, production of the Executive I reader-printer was halted, and sales of such equipment to schools for student use for VIEW was stopped in California.

3M has also taken steps to "retrofit" existing Executive I machines in user schools; this will commence during the spring of 1972. Repairs on such machines are expected to be completed by fall 1972. Repair of the mechanical failures on the Executive I model will not include changing the mechanical handle used to activate the printing process; therefore, continued care in the use of such machines will have to be exercised.

3M has developed and introduced a new paper for the Executive I machines which is expected to reduce paper feed jams and improve readability of print-outs. Such paper will have an improved shelf life; however, the extent of this shelf life is still being tested by the company.

3M has developed a new model reader-printer that eliminates the use of the plastic mechanical handle. The newer machine contains a brighter lamp to improve visual acuity on the reader screen, and an improved paper feed system to reduce paper jams during the print-out operation. This model was introduced during the American Personnel and Guidance Association Conference held in Chicago during March 1972. Although the anticipated price of this equipment will be higher than the old style Executive I, it will be substantially lower than the 3M 400 series.1/

Operation and Location of VIEW Equipment in Schools

During on-site visits to forty-seven sample user schools and an ROP, the following patterns of operation and equipment use were noted. (Four district offices are not included in the following discussion.)

- A total of 87 pieces of equipment was being used to deliver VIEW to students.
- Thirty-nine pieces of equipment were readers of various brands (45.0 percent of the total). Twenty-seven pieces of equipment

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1/ Information related in this section was derived from correspondence with Mr. A. X. Robbins, Market Manager, Education and Local Government, 3M Company, January 1972; and telephone conversations with Mr. A. X. Robbins and Mr. Lovell Baker of 3M Company in March 1972.

were 3M Executive I reader-printers (31.0 percent). Twenty-one pieces of equipment were 3M 400s or equivalent (24.0 percent).

- Of 39 readers, 12 had various mechanical defects such as broken glass plates and burnt out lamps.
- When tested by TAI for print-out capability, 75.0 percent of the 3M 400s functioned properly. 4.0 percent (1 out of 27 machines) of the 3M Executive Is provided a print-out. In 14 of these cases, the machines were used as readers despite the lack of print-out capability.
- In 17 schools (31.0 percent) equipment was located in Career Information Centers.
- In 17 schools (31.0 percent) equipment was located in libraries or adjacent rooms.
- In 12 schools (22.0 percent) equipment was located in counselor offices or lobbies to such offices.
- In three instances equipment was located either on mobile vans or in a classroom used for instruction.
- In ten high schools and two community colleges print-out equipment was not located where students could have direct access to it, because it was kept under lock or situated in areas where students were not permitted.
- In 23 schools index booklets were not readily available for students near VIEW decks and equipment.
- In nine schools VIEW decks were inaccessible to students. On the mobile vans students had to request the VIEW scripts they wished to view from a counselor or a counselor aide.
- Where VIEW equipment was located in libraries and under the direct control of the library staff, there was a tendency to be more concerned over the control of equipment and the integration of such equipment with other microfilm storage and retrieval systems and needs of the library rather than with the concept of VIEW as a career information and counseling tool.

- In 26 out of 47 schools (55.3 percent) visited by TAI VIEW equipment was operating and accessible to students.

According to the observations and interviews conducted by the study team during site visits, the use of VIEW by students appeared to be related most closely to the following factors:

1. Availability of free time to use VIEW (having a free period sometime during the regular school day).
2. Machine accessibility (i.e., having equipment out in an open area with VIEW decks handy).
3. Machine reliability (i.e., having equipment mechanically operative).
4. Number of available machines, because use of each machine is generally limited to one student at a time.

It should be noted that the level of student use, that is, the number of students who use VIEW as an information source, did not appear to be related to having print-out capability available to them. The highest level of student use seemed to occur where equipment was located in a Career Information Center. Most frequently the location of such centers was in or adjacent to libraries and/or counseling offices. Approximately one-half of the high schools visited by TAI had an area designated as a Career Information Center.[1/]

VIEW as Part of the Curriculum

Most high schools visited by TAI or responding to the educator questionnaire offer a unit on careers. Although the extent, content, and thoroughness of such units were not studied in depth, most frequently such units were taught in 9th and 10th English and social studies classes. However, it was the impression of TAI that VIEW was most often used as a research tool or resource for completing class

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1/ Such areas were also called Career Guidance Centers or Career Information Resource Centers.

assignments rather than as an information source for exploring or making an occupational choice.

During field visits, TAI observed two high school classes in which VIEW equipment was used as part of the instructional process. In both cases the readers and reader-pri[illegible] used did not function properly and the use of such equipment seemed ineffective in a group. More importantly, there did not appear to be a systematic program for integrating VIEW into the instructional process.

> TAI Comment: The lack of a program and supportive instructional materials for using VIEW in the curriculum compounded the limitations of the equipment which was not designed for multiple student use. It seems more appropriate that rather than using VIEW as an instructional tool, instruction might better be directed toward orienting students toward VIEW materials and operation of the equipment so that they can use the system on their own outside of class hours.

VIEW and Testing

VIEW was coordinated with a variety of interest and aptitude tests in a number of locations throughout the state. The Ohio Vocational Interest Survey (OVIS) was coordinated with the use of VIEW by three VIEW centers and in a few individual high schools. Two centers have coordinated VIEW materials with the Kuder Interest Inventory, while the Self Appraisal and Assessment Structure (SAAS), California Occupational Preference Survey (COPS), and Orange County Occupational Survey (OCOS) have been (or are being) coordinated by individual VIEW centers with existing VIEW materials.

Special Applications of VIEW

During the course of the study a number of unique or new attempts to use or expand VIEW were identified. Some attempts, such as the development of a "paper VIEW" system that used the regular content and format of VIEW scripts on hard copy paper rather than on aperture cards, have already been abandoned because of storage and updating difficulties.

Several innovative applications of VIEW have been or are in the process of development. Stanislaus is developing a simplified VIEW script utilizing more photographs and fewer words. The application of this series of VIEW scripts might be suited to partially sighted students, EMR, or lower grade levels.

San Bernardino has developed a set of VIEW scripts describing program and training opportunities in trade and technical schools and programs located in the area it serves.

Kern has developed an EMR occupational deck, San Diego has developed an occupational deck in Spanish. Several centers have been developing materials to include in decks on four-year colleges and community colleges.

> TAI Comment: The study team found no dearth of willingness on the part of VIEW centers to innovate; however, several centers have worked on developing certain materials that are duplications of effort, e.g., development of college decks. If adequately funded and coordinated on a statewide basis, development of such materials could be assigned to certain centers and needless duplication could be reduced or eliminated.

Of the special applications identified during the study, the following warrant special comment: the use of cassettes, mobile vans, paraprofessionals, coin-operated equipment, use of VIEW in the curriculum, and integration of VIEW with testing. Each of these is discussed briefly in the following section.

Use of Cartridge or Cassette Microfilm Tapes

One center (Los Angeles) is planning to transfer existing VIEW scripts from the flat aperture cards to continuous microfilm contained in reusable cartridges. Two cartridges will contain occupational information and one cartridge each will be used for college data and EMR occupational data. User schools will be charged $2.50 for each cartridge the first time they are purchased (they are reusable) and $50.00 for the VIEW scripts. This includes the occupational, college, and EMR scripts. At present the cost of VIEW decks (aperture cards) for the same material is $100.00 in Los Angeles.

TAI Comment: The limitation of this approach lies with the necessity of purchasing 3M 400c reader-printers. New, such equipment costs approximately $1,500.00. Los Angeles will be able to obtain rebuilt 400c models for $920.00. Furthermore, 3M plans to allow a trade-in on Executive Is. However, until such a time that the cost of equipment is reduced, many schools will be unable to use the cartridge configuration. A drawback of this system lies in the necessity to up-date (or reproduce) all VIEW scripts at one time rather than a few at a time as with the individual aperture cards.

Use of Mobile Vans

Mobile vans used as a total counseling unit, staffed by career-oriented professionals and/or paraprofessionals, with testing materials, career information materials, as well as VIEW, provide a means of covering many schools in a relatively large geographic area with career counseling. Most counselors in schools and students interviewed supported the concept. But, there are some limitations to this approach which make it unfeasible for use on a statewide basis.

(1) The added cost for the mobile vans and their maintenance poses obvious limitations to this approach unless other uses are made of the vans to help offset the capital outlay costs and defray the maintenance costs. (This has been done in Ventura, where the vans are scheduled into various economically depressed areas within the county to provide on-site counseling for minority groups and persons who would not otherwise be reached by the school counseling system.)

(2) There are scheduling problems when a van has to visit within a limited time frame a number of schools. Finding a place on campus to park the van and scheduling student visits pose a coordinating problem that must be resolved before the vans can be effective.

TAI Comment: The use of mobile vans was effectively done in Ventura County, and where long distances between small schools must be covered, this system could be effective in other locations. San Diego, San Bernardino, and

Stanislaus all use mobile vans containing VIEW equipment, but they are not the primary means for providing VIEW to user schools. Even when vans are adequately coordinated and scheduled, they are not a sufficient counseling mechanism when the counselors in the home school are not properly oriented to the VIEW system. Home schools should also have a career information materials center (a corner of a library, or perhaps the lobby of the counseling office) to reinforce the career counseling done on the van.

Use of Paraprofessionals

The Kern VIEW center has encouraged student use of VIEW by establishing a Career Information Center in each of its high schools and staffing it with a paraprofessional who has been given training in the use of VIEW. There were other instances in other centers where paraprofessional aides were also available. If the aide had been given training in the use of VIEW, better student use appeared to result.

Use of Coin-operated Reader-Printers

Several schools had a coin-operated apparatus attached to 3M 400 reader-printers. Several other high schools charged a small fee for reproduction of a VIEW script. In both instances (coin-operated apparatus or student fee) the charge was ten cents per page copied.

TAI Comment: In no case were students charged to look at VIEW scripts; the fees were only levied for obtaining print-outs. No student complaints were registered with TAI; however, such charges violate the principle that VIEW should be made readily available to students. The reason given most frequently for using coin-operated equipment and/or charging students for print-outs was to help defray the cost of paper supplies and machine maintenance. A few educators believed that even if such costs were covered by other funds a small fee should be charged so that students would not abuse the print-out capability of the system.

Methods of Using VIEW in Schools

TAI observed three basic patterns in schools for allowing students to use VIEW.

Curriculum-oriented Use. This pattern employed the use of a course unit in a class requiring that the student use VIEW as an information source about occupations. Most frequently a student was assigned in an English or social studies class the task of finding information on three or more occupations of his choice [illegible] was accompanied in several instances by demonstrations of VIEW equipment during classes and/or guest speakers from the counseling department who explained VIEW. However, the use of counseling department speakers was not found to be a common practice.

In a few cases there were actual classes taught about occupations during which career guidance and interest testing were included. VIEW was used as part of the process of giving students career information. These classes were generally offered for 11th and 12th graders and most often were offered by business departments.

The curriculum-oriented use was found to be used by all sample schools at the junior high level, by nearly two-thirds of the high schools, and by no community colleges. There is no documentation to support it due to a lack of records in the user schools, but the level of student use seemed to TAI to be highest in schools where a curriculum-oriented approach was used.

Counseling-oriented Use. As mentioned earlier, a number of VIEW centers that are affiliated with county offices of education and/or ROPs have been developing methods of coordinating various interest and aptitude tests with the use of VIEW. Six VIEW centers (San Diego, San Mateo, San Bernardino, Orange, Los Angeles, and Ventura) are presently working on ways to administer such interest inventory instruments on a countywide basis for high school students.

Testing is only one function of the counseling process. Face-to-face communications and advising is another aspect of the process in which VIEW has a potential application. Examples of the use of VIEW in this situation were not common; however, the most enthusiastic and impressive use of VIEW observed by TAI was found in a high school where an individual student was being counseled during an on-site visit.

No evidence was available to assess the relationship of the counseling-oriented approach and the level of student use; however, this approach was found exclusively at the high school level in the sample schools.

Unstructured Use. Both the curriculum-oriented and the counseling-oriented approaches provide a degree of structure whereby the student is directed toward the use of VIEW. The unstructured approach was characterized by having the VIEW equipment and materials located in counseling lobbies and libraries. During field visits TAI found that under these circumstances index booklets were most apt to be missing, equipment nonfunctioning, and directions for operation of equipment and the use of aperture cards missing.

A few high schools and all but one community college appeared to rely upon the unstructured use of VIEW. No records were available, but educators perceived a low level of student use in schools using this approach.

> TAI Comment: The differentiation between the curriculum-oriented and the counseling-oriented approaches to VIEW is not always clear; nor is it necessary that they be mutually exclusive. Because of the absence of records, it is not possible to document the differences in student use among any of the three approaches. Despite this, educators tend to perceive the unstructured approach as less effective than either of the more structured methods. However, lower student use level (if this is so) may be a function of inoperative equipment rather than lack of student interest.

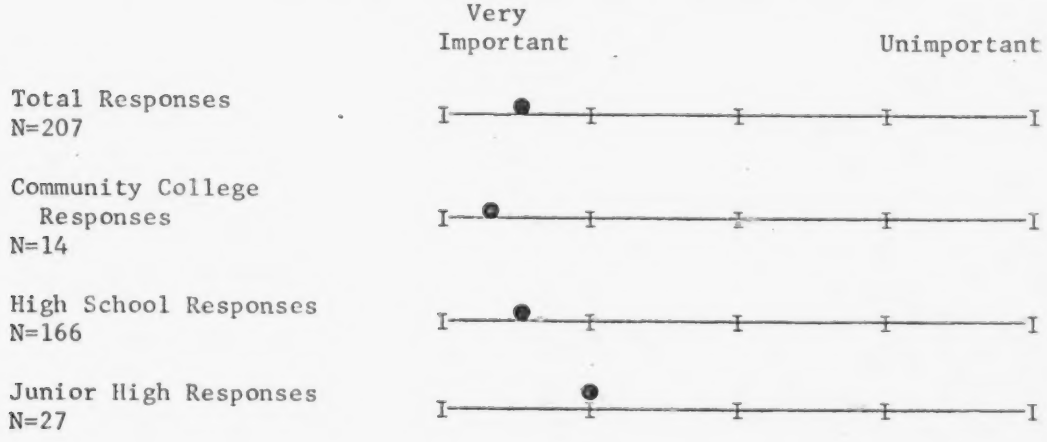
VII EDUCATOR AND STUDENT ATTITUDES TOWARD AND ASSESSMENT OF VIEW

Although an assessment of VIEW by an objective third party can provide valuable insights and suggestions, the real key to gauging the actual or potential effectiveness of VIEW lies with reactions of the people who use it--educators and students. This chapter contains some of the highlights of TAI's findings with regard to the attitudes of educators and students toward VIEW.

Educator Reactions Toward Career Planning

Educators in user schools were asked to rate the importance of Career Planning (in their educational philosophy) on a scale provided on the educator questionnaire. It was believed by the State VIEW Advisory Committee and the TAI study team that this information would provide an important framework for assessing educator attitudes toward career planning directly and VIEW indirectly. The aggregate response of all responding educators and those of high school, junior high school, and community college educators is shown below for comparative purposes.

Importance of Career Planning in Educational Philosophy



As a frame of reference, it should be mentioned that 88 percent of all respondents rated Career Planning as important or very important; none rated it as unimportant, but junior high school educators considered it less important than either high school or community college educators. There was no significant difference in the rating pattern of educators by size of school or geographic location.

Educator Attitudes Toward VIEW

Despite the difficulty many educators had encountered with VIEW equipment, the majority (about 89 percent) felt the need to expand VIEW in their schools--under certain conditions; that is, that equipment be made more reliable, that up-to-date VIEW scripts be made available, and that a program (or programs) for the use of VIEW be made available for implementation. Table 14 shows the extent of the support for the expansion of VIEW by educators from different geographic locations and various sized schools.

It is noteworthy that only two high school and one community college educator (out of 228 respondents) suggested that VIEW be completely eliminated; however, nine high school and one community college educator suggested that VIEW be continued without the use of microfilm and concomitant reader-printer equipment.

When asked to compare VIEW with other existing career information sources, 74.9 percent of the respondents thought that VIEW was either better or much better than other sources with which they were familiar; 7.5 percent thought VIEW was poorer; and 17.6 percent indicated that it was the same as other sources.

> TAI Comment: It is apparent to TAI from the educator questionnaire responses and through personal interviews conducted during on-site visits that educators want VIEW and recognize that other available career information sources are not superior or more effective than VIEW. At the same time, educators are generally aware of the breakdown in the student use of VIEW. Many are disenchanted with the present mechanical delivery system and hopeful that less expensive and more reliable equipment can be made available.

Table 14

PERCENT OF EDUCATORS WANTING
TO EXPAND THE USE OF VIEW

Educator Characteristics		Responding Educators Wanting to Expand VIEW[1/] Number	Percent of Total Responses
By location:	Urban	37	92.5%
	Suburban	75	87.2
	Rural	51	89.3
	Total	163	89.6%
From schools:	Under 501	33	97.1%
	501 to 1,000	17	84.2
	1,001 to 2,500	81	88.0
	2,501 or over	25	83.3
	Total	156	89.1%

1/ Percentages are based on 182 out of 228 educator responses that provided descriptions on school location and size of student enrollment so that comparison could be made.

Source: Data compiled by TAI from educator questionnaire, February 1972.

Educator Attitudes Toward Inservice Training

All VIEW centers stated that they have offered inservice training in the use of VIEW materials to personnel in user schools and districts. The most common method of providing inservice training was at the user schools for small and large groups of counselors and teachers. Half of the VIEW centers supplemented inservice training with written manuals or other printed materials.

Despite the claim of the VIEW centers about providing written manuals, only 33.9 percent of 218 responding educators acknowledged that they had received such materials. About two-thirds of the educators responding to the questionnaire stated that they had received inservice training. Interviews conducted with 106 educators during on-site visits indicated that only about one-third of the personnel responsible for VIEW in user schools had received inservice training within the past three years. This was evidenced by a lack of counselor and teacher knowledge:

- of the content and format of VIEW scripts
- about machine operations and the ability to make minor adjustments or repairs
- about specific steps to be taken by students in finding, applying for, and keeping jobs in trade and technical occupations requiring less than a bachelors degree.

The reasons for this lack of knowledge was generally attributed by counselors to the fact that their work loads were primarily aimed at activities related to programming student class schedules, administering various academically oriented tests, and maintaining correspondence designed for student placement in college. Their functions appear to be most related to the day-to-day demands of students in activities such as personal counseling, discipline, and performance of clerical details that are energy and time absorbing so that career information and occupational counseling becomes a minor function.

Table 15 shows the reactions of educators to five statements assessing the inservice training they had received on VIEW. In general, there was a positive reaction to the training; relatively few thought that VIEW had been oversold during inservice training, but few agreed that inservice training h[illegible] them with the skills necessary to evaluate VIEW in their own school.

Pre-professional Training

Only 14.6 percent of 203 educators had received any information or knowledge about VIEW in college courses they had taken since 1967. The majority of those who had received such information were located in Orange, San Diego, and Kern counties.

Educator Attitudes Toward VIEW Centers

Each VIEW center operates in its own unique fashion. One center (Los Angeles) does not have any direct contract with user school personnel, rather it deals with district level personnel who in turn relay materials and other inservice communications. Because VIEW centers play a critical role in the chain of production, distribution, coordination, and utilization, TAI asked user school personnel to assess the helpfulness of the centers that serve them. Of 191 responding educators in the state, 81.7 percent stated that the VIEW centers were either helpful or very helpful; 18.3 percent said the centers were of little help.

Educators in the areas that had experienced the greatest number of equipment failures tended to be less satisfied with VIEW center helpfulness than educators in schools with fewer equipment problems.

Student Reactions

TAI attempted to obtain reactions of students who had actually used VIEW rather than from students at large. This determination was made after a pilot test of the student questionnaire was made in three San Diego high schools where the preliminary instrument was administered

Table 15

EFFECTIVENESS OF EDUCATOR
INSERVICE TRAINING ON VIEW

Statements on Various Aspects of Inservice Training on VIEW	Percent Agreeing with Statement 1/
(1) Was such training sufficient so that you understood how VIEW could be best utilized by students in exploring career alternatives?	81.7%
(2) Did such training fully explain the mechanics of the VIEW system (i.e., the use of aperture cards, readers, print-outs)?	88.3
(3) Do you feel that such training attempted to "over sell" VIEW as a counseling tool?	22.8
(4) Was overall training helpful and beneficial?	88.3
(5) Was instruction given on how to evaluate the use of VIEW in your school?	15.4

1/ Based on 131 educator responses.

Source: Compiled by TAI from responses to educator questionnaire, February 1972.

to general classes in English and business education. The results of this pilot test indicated that unless an effort was made to identify students who had been exposed to VIEW, less than 20.0 percent of the students could answer the questions that were asked. Thus, the purpose of the student survey was to discover what students thought about VIEW after they had been exposed to it and not whether they had been exposed.

Tables 16 and 17 contain the general characteristics of 872 responding students with regard to post-high school or community college plans. The most important single factor shown by these data is that a strong majority (54.1 percent) of students intend to work while they plan to continue their education. An additional 11.4 percent plan to enter the work force without entering college after high school or community college. The percent of community college students in each of these categories was slightly higher. The figures on Table 17 show that not only did students have general plans for post-high school work or college but when asked could identify the occupational field and/or college they hoped to enter.

> TAI Comment: The fact that nearly two-thirds of the high school and community college students have some general and/or specific plans for occupational entry seems to strengthen the need for a career information system that is up-to-date and also provides data on entry requirements and job opportunities.

Student Use Patterns

The following eleven findings summarize the pattern of use by students who have used VIEW one or more times during the 1971-72 school year.

(1) Seventy-six and two-tenths percent of the students tended to use VIEW between one and four times each year. Use was significantly higher among high school and junior high students than among community college students.

(2) Of the students who used VIEW, 61.2 percent found VIEW helpful or very helpful in planning for a specific

Table 16

STUDENT PLANS FOR IMMEDIATELY AFTER HIGH SCHOOL[1/]

Alternative Plans	Percent of Students Responding			
	Total N=872	Community College N=31	High School N=763	Junior High N=78
Enter college and NOT work	20.2%	12.9%	19.8%	26.9%
Enter college and work	54.1	61.3	55.4	50.0
Go to work and not continue on in college	11.4	16.1	11.5	9.0
Other[2/]	14.3	9.7	13.3	14.1

1/ Student plans for immediately after high school or after community college, depending on the grade of the responding student.

2/ Military service, Peace Corps, travel, marriage, etc.

Source: Compiled by TAI from student questionnaire, February 1972.

Table 17

PERCENT OF STUDENTS, BY GRADE LEVEL,
WHO IDENTIFIED SPECIFIC OCCUPATIONS
AND/OR COLLEGES FOR ENTRY AFTER
HIGH SCHOOL OR COLLEGE

Specific Identification		Percent of Students by Grade Level			
		Total	Community College	High School	Junior High
Occupation	N=866	58.5%	67.7%	56.9%	70.5%
College	N=852	40.8	55.2	41.0	34.2

Source: Compiled by TAI from student questionnaire, February 1972.

occupation. Community college students found VIEW slightly less helpful than students in lower grade levels.

(3) Of the students who used VIEW, slightly over one third or 35.9 percent found VIEW helpful or very helpful in deciding on a college to enter. A significantly lower proportion of community college students found VIEW helpful in this regard.

(4) Of students using VIEW for the first time, 48.3 percent used VIEW "on their own," 30.5 percent used VIEW as part of a class assignment; 29.2 percent used it at the suggestion of a teacher or counselor; the remaining 5.5 percent were directed toward VIEW by some other means or circumstances. (These figures total more than 100 percent because students often marked both, as part of class assignment and at suggestion of a teacher or counselor.)

(5) Thirty-nine and one-half percent of all students using VIEW heard about it first from a teacher; 23.8 percent heard about it from a counselor; 17.9 percent from a friend; 4.5 percent from printed material, and 14.3 percent discovered VIEW by accident or some other means. Community college students were least likely to hear about VIEW from a friend and significantly more likely to discover VIEW through printed material or by accident.

(6) Fifty-six percent of the students using VIEW used only the occupational deck; 4.2 percent used only the college deck; 32.3 percent used both college and occupational materials; and 7.5 percent used other VIEW scripts but not the college or occupational deck.

(7) Students using VIEW followed these four patterns:

a. 35.3 percent read material and obtained a print-out

b. 13.7 percent obtained a print-out and read it later

c. 25.2 percent read material on viewing screen and took notes

d. 25.8 percent read material on viewing screen only.

College students tended more frequently to obtain a print-out and read it later than other students.

(8) Students using VIEW discussed the information with others in the following patterns:

a. 59.7 percent with friends and peers

b. 37.9 percent with parents or guardians

c. 21.5 percent with teachers

d. 14.6 percent with counselors

e. 6.4 percent with other persons, i.e., employers.

A much lower proportion of college students discussed the information with parents.

(9) Only 6.5 percent of the students using VIEW attempted to contact an employer reference listed on a VIEW script.

(10) As a result of using VIEW, 55.3 percent of the students reported that they had made an effort to obtain more information from other sources about a specific occupation.

(11) The five sources of information used most frequently (for occupations and colleges) by students followed this pattern:

a. VIEW--66.4 percent of the students

b. Pamphlets/brochures--56.4 percent of the students

c. Books--34.1 percent of the students

d. College catalogs--30.2 percent of the students

e. Printed job briefs--26.3 percent of the students.

TAI Comment: It should not be inferred from finding No. 11 that students seeking college information prefer VIEW over college catalogs and other brochures. The strongest use of VIEW scripts lies with students seeking occupational information as reflected by findings No. 3 and No. 6 listed above.

Student Attitudes Toward VIEW Scripts

Students expressed a strong preference for certain types of information contained on VIEW scripts. Table 18 shows that interest among students was highest for information related to identification of personal requirements and qualifications necessary for an occupation (76.6 percent) and training needed for job entry (68.7 percent). Salary information was important among 58.7 percent of the students, but information on working conditions and prospects of employment each fell in relative importance among students (47.4 and 39.1 percent respectively); however, among community college students information on prospects for employment opportunities was rated as number three in importance after personal requirements and preparation and training.

General Reactions of Students Toward VIEW

Table 19 shows the percent of student respondents who agreed with ten selected statements regarding their experience with VIEW. Two of the things rated lowest among students were the help they received from teachers and from counselors in explaining the use of VIEW.

On the whole, students indicated a strong preference for the use of VIEW, regardless of its shortcomings. This was reflected in the 85.4 percent who said they liked to use the VIEW system and the 87.0 percent who said that they would recommend the use of VIEW to friends.

Table 18

STUDENT RATING OF
VIEW SCRIPT CONTENTS

Information Contained on VIEW Script	Percent of Students Rating as Important, Interesting, or Helpful 1/
Descriptions of the personal requirements and qualifications necessary for an occupation	76.6%
Descriptions of the working conditions and activities in an occupation	47.4
Information on the preparation and training needed for an occupation	68.7
Information on the prospects and opportunities for finding a job in an occupation	39.1
Salary information	58.7

1/ Based on 803 student responses.

Source: Compiled by TAI from student questionnaire, March 1972.

Table 19

PERCENT OF STUDENTS AGREEING WITH SELECTED STATEMENTS ABOUT VIEW

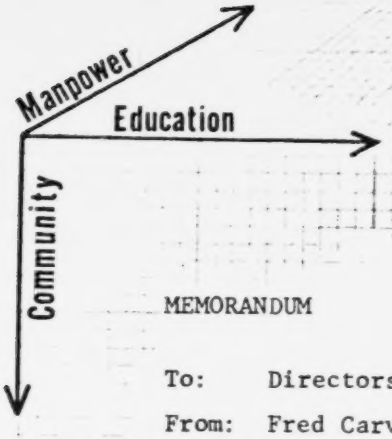
	Selected Statement	Percent of Students that Agree 1/
(1)	The information was easy to understand	95.9 %
(2)	The location of the VIEW equipment is convenient	88.8
(3)	Information on the occupations I was interested in was up to date	69.4
(4)	The equipment was easy to operate	88.3
(5)	Counselors were helpful about explaining the VIEW materials	63.8
(6)	Teachers were helpful in explaining the VIEW materials	59.4
(7)	I like to use the VIEW system	85.4
(8)	I would recommend the use of VIEW to my friends	87.0
(9)	I feel I know more about one or more specific occupations as a result of using VIEW	66.3
(10)	At my school I feel I can use VIEW as often as I wish	69.3

1/ Based on 803 student responses.

Source: Compiled by TAI from student questionnaire, March 1972.

APPENDIX A

COVER LETTER WITH VIEW CENTER
VISITATION SCHEDULE AND
VIEW CENTER INFORMATION SHEET



Tadlock Associates Inc.

MEMORANDUM

To: Directors, VIEW Centers

From: Fred Carvell, Tadlock Associates Inc. (TAI)

Re: Upcoming Visits to VIEW Centers by Fred Carvell and Joan Carvell of TAI

Enclosed is a questionnaire requesting information that TAI will need for the VIEW evaluation. You may already have supplied TAI with some of the required information and that will not need to be duplicated. Please complete the questionnaire, as we will be picking it up when we visit your Center. If time will not allow you to complete it before we arrive, please have the information ready so that we can quickly review it during our first day with you.

The list of scheduled visits to various Centers is as follows:

View Center Visits

June 14-18	San Diego
July 12-14	Sacramento
July 15-16	Stanislaus
July 19-21	San Bernardino
July 22-23	Ventura
August 2-3	San Mateo
August 9-11	Tehama
August 16-18	Los Angeles
August 30-Sept. 1	Orange
September 2-3	Kern

Your Center visit date is underscored. If the time scheduled is inconvenient for you, please notify our office immediately of a more appropriate time that does not conflict with scheduled visits to other Centers.

Joan and I look forward to meeting with you. If there are any questions we can answer before our meeting, please call our office.

Sincerely,

Fred Carvell

Fred Carvell
Vice President

FC:mm
Encl.

86 THIRD STREET • P. O. BOX AB • LOS ALTOS, CALIFORNIA 94022 • TELEPHONE 415-941-2555

VIEW CENTER INFORMATION SHEET

Name of Center:_____

Location:_____ _____
(street) (city)

Mailing Address:_____(Zip:_____

Telephone: Area Code_____ Number_____

Name of Director:_____

In what year was VIEW officially incorporated into your Center?_____

How did your school district or office decide to become a VIEW Center?

_____

_____

_____

What procedures did you follow to become a VIEW Center?_____

_____

_____

Whom did you contact for information?_____

Where did you obtain funds to originally set up the VIEW Center?

_____

_____

_____

To what type of school unit is the VIEW Center attached organizationally? (check one)

____ county superintendent of schools/county department of education

____ community college district

____ local high school district

____ other: (please specify)_____

DIRECTOR'S ACTIVITIES

1. What is your official title? (check one)

   ____ Director of Counseling and Guidance

   ____ Director of VIEW

   ____ other: (please specify)_____

2. How long have you supervised the VIEW Center? _____years _____months

3. How many months a year does your present job contract call for you to be on duty? (check one)

   _____9 months _____10 months _____11 months _____12 months

4. What is the title of the person to whom you are directly responsible?

   _____ Superintendent

   _____ Director of Counseling and Guidance

   _____ other: (please specify)_____

5. Are you administratively responsible for other operations or activities aside and apart from the VIEW program?

   _____yes _____no

   If YES, please list the organizational units, departments, or activities for which you are also administratively responsible.

   _____

   _____

   _____

6. If you are administratively responsible for other departments or activities aside and apart from the VIEW Center, do you have anyone report to you who is <u>solely</u> responsible for the VIEW Center?

   _____yes _____no

   If YES, what is the job title of the person who is solely responsible for the VIEW Center?

   _____

7. What portion of your salary is charged to VIEW?

_____ 90-100%

_____ 75-89%

_____ 50-74%

_____ below 50%

8. What do you estimate to be the proportion of your work time spent in the operation of the VIEW Center on the following (in percent)?

_____ administration

_____ contacts with students (counseling)

_____ developing materials for VIEW scripts

_____ trouble shooting with user schools

_____ in-service training for counselors and teachers

_____ operation of production equipment

_____ other: (please specify)_____

9. Are director visits to user schools scheduled on a regular basis?

_____yes _____no

If YES, how many visits have you made to each of the user schools during the past year?

_____one _____two/three _____four or more

10. Are visits by other VIEW Center personnel scheduled on a regular basis to each user school?

_____yes _____no

10a. What was the main purpose during most of these visits? (check those that apply)

_____ in-service training

_____ promotion

_____ consulting on equipment and materials

_____ trouble shooting

_____ other: (specify)_____

11. Are there administrative areas in connection with VIEW outside the director's present authority that should be placed under his direction?

_____yes _____no

If so, what?_____

_____

_____

VIEW CENTER PERSONNEL

12. List the job title and primary responsibility (script writer, occupational research, etc.) of each full- and part-time professional person (include yourself).

Full-time Professional Staff

Name and Job Title	Percent of Time Devoted to VIEW Activities	Primary Responsibility

13. Part-time Professional Staff

Name and Job Title	Percent of Time Devoted to VIEW Activities	Primary Responsibility

14. How many support personnel are assigned full- and/or part-time to the VIEW Center? (this includes secretaries, file clerks, typists, writers (unless part of professional staff), etc.)

Name and Job Title of Full-time Support Staff

_____

_____

_____

_____

Name and Job Title of Part-time Support Staff

_____

_____

_____

GOALS OF VIEW CENTERS

15. Do you have a written set of goals and objectives for your VIEW Center?

_____yes _____no

If YES, attach a copy or briefly state the goals of your VIEW Center.

_____

_____

_____

_____

FINANCING OF VIEW CENTER OPERATIONS

16. What was your total operating budget for 1970-71?_____

What is your proposed total operating budget for 1971-72?_____

17. What was your capital outlay for equipment, etc. in 1970-71?_____

What is your proposed capital outlay for equipment, etc. in 1971-72?

_____

18. What were your sources of funds in 1970-71 for the operating budget for your VIEW Center?

		Approximate Percent of Total Budget
_____	ROP	_____
_____	budgeted from general services	_____
_____	budgeted from counseling and guidance	_____
_____	ESEA Title III	_____
_____	VEA	_____
_____	other federal funds	_____
_____	contracts with local districts	_____
_____	sales of VIEW materials--outside of your immediate area	_____
_____	other (specify)_____	_____

19. What, in percent, are your major operating expenditures? Estimate the percent of your VIEW Center expenditures in 1970-71 that were in each of the following categories. (Attach a copy of the 1970-71 budget and the proposed 1971-72 budget.)

_____% professional staff	_____% equipment
_____ support staff	_____ travel and expenses
_____ materials and supplies	_____ other (specify)_____

DESCRIPTION OF VIEW CENTER OPERATIONS

20. How many school districts, including junior college districts, does your Center serve?

_____

21. How many schools by level?

_____ elementary

_____ junior high

_____ senior high

_____ junior college

_____ other

22. In how many counties are the districts or institutions you serve located?

_____

Name of the counties served: _____

_____ _____

_____ _____

_____ _____

23. Approximately how far (in miles is the most distant school you serve from the location of the VIEW Center? _____miles

24. How many occupations are presently included in the VIEW deck prepared or distributed by your Center? _____

24a. Does your VIEW Center presently produce or distribute any of the following VIEW decks? (check if YES)

_____ deck for the partially blind

_____ college descriptions deck

_____ occupational deck in Spanish

_____ deck for the handicapped

_____ other: (specify)_____

25. How many occupations have local job information updated?_____

26. How frequently is the local job information updated?_____

27. What process is used to obtain the information to update the decks?

_____

_____

_____

28. What is the source of employment data for new cards? _____

_____

_____

_____

29. Does your VIEW Center write the content for microfilm cards used in the VIEW readers?

_____yes _____no

If YES, how many new or updated write-ups does your Center produce in a month under normal circumstances? _____average per month

30. Does your Center produce the microfilm VIEW aperture cards?

_____yes _____no

If YES, how many occupations, new or updated masters, does your Center usually produce in a month? _____

What is your estimated cost of producing individual VIEW master aperture cards? _____per master card

What is your estimated cost of producing individual copies for distribution to user schools? _____per copy card

31. If you do not produce your own VIEW microfilm aperture cards, what Center produces them for you? _____

32. Does your Center produce or supply VIEW materials for other districts, institutions, counties, or states outside of your immediate service area? (i.e., outside those counties listed previously in Question 22)

_____yes _____no

If so, for whom?_____

33. List the major production materials or equipment that your Center has on its inventory and your best estimate of the percent of normal working time or capacity each item of equipment was utilized in 1970-71.

Number of Items	Description of Item (camera, reader-printer, etc.)	Brand/Manufacturer	Approximate Acquisition Cost (per unit)	Percent Utilization 1970-71

SCHOOL AND COMMUNITY LIAISON

34. Do you have a primary contact person in each of the user schools served by your Center?

_____yes _____no

If YES, who is usually your primary contact person in the schools? (head counselor, principal, teacher, etc.)

_____

_____

35. Have you conducted inservice training in the use of VIEW materials during 1970-71 for the personnel in user schools?

_____yes _____no

35a. If YES, which of the following methods were used as means of training personnel in user schools? (check those that were used)

_____ on-site training sessions at each school

_____ large group training sessions at a central location

_____ distribution of training manuals to user personnel

_____ other: (specify)_____

36. Whether or not you conducted inservice training in 1970-71, has your VIEW Center ever in the past sponsored or conducted training for personnel in user schools specifically on the use of VIEW materials and equipment?

_____yes _____no

37. Does your Center plan to sponsor or conduct inservice training on the use of VIEW materials and equipment for personnel with user schools during 1971-72?

_____yes _____no

38. Indicate with which of the following community and state agencies you have established liaison for your VIEW Center? (check all that apply)

____ HRD

____ CAMPS

____ State Area Vocational Planner

____ State VIEW Committee

____ Regional Vocational Education Coordinator

____ Labor unions

____ Industry-Education Council

____ Local VIEW Advisory Committee

____ other: (specify)_____

39. Describe the most unique or innovative applications of VIEW in any of the user schools in your service area. (Use additional sheets, if necessary, to identify the location and personnel who should be contacted for further information on innovative uses of VIEW in your service area.)

40. From your experience with the VIEW Center, what are the most difficult operating problems you have?

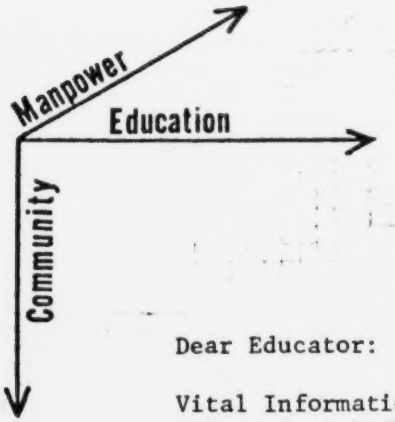
41. From your perspective, what, if any, changes would you suggest be made in the VIEW system? (i.e., use of equipment, aperture cards, etc.)

42. What efforts or actions have been taken by VIEW Centers to establish liaison with vocational teachers so that VIEW can be used in conjunction with classroom activities?

43. Are there changes that you would suggest that would make VIEW materials more effective?

APPENDIX B

COVER LETTER, CONFIDENTIAL EDUCATOR INQUIRY (Questionnaire) ON VIEW, AND SUMMARY OF THE NUMBER OF RESPONDENTS FROM SCHOOLS SERVED BY EACH VIEW CENTER



Tadlock Associates Inc.

October 15, 1971

Dear Educator:

Vital Information for Education and Work (VIEW) was developed and implemented in California in 1965. The purpose of VIEW was to help students obtain up-to-date information on various occupations so that they could make realistic career and educational plans. Since its inception, the use of VIEW has spread to over half of the counties in California and numerous other states.

After more than five years of use, the California State Department of Education has authorized a statewide review of VIEW so that an assessment can be made of its general and specific effectiveness as a career guidance and counseling tool. Tadlock Associates Inc. (TAI) has been selected as an outside planning agency to conduct the necessary field work and review the findings.

The data collection process will involve interviews with students and educators in selected schools in the state. However, because personal contacts cannot be made with every person who has vital reactions and ideas regarding the use of VIEW, the research team has developed a questionnaire which will be used to obtain descriptive and evaluative information from many persons who cannot be contacted individually.

Your assistance in filling out the attached questionnaire as completely and accurately as you can is important to the overall study of VIEW in California. Many questions will require your best subjective judgment as well as your first-hand knowledge of the use of VIEW in your school. We consider both objective and subjective information from you vital to the study. Your individual replies to questions will be held as confidential, will not be read by anyone except TAI research team members, and will only be reported as necessary in aggregate in the final report. Any comments you make that are used as illustrative of important ideas or points of view will not be identified without obtaining your prior written permission.

Mail your completed questionnaire in the stamped, self addressed envelope directly to the TAI offices in Los Altos, California. In order to be used as a part of the study, completed questionnaires must be mailed before November 15, 1971. If you have any questions regarding the statewide study of VIEW, contact the VIEW Center serving your school, or Joan Carvell at our Los Altos office.

Sincerely,

Fred Carvell
Project Director

FC:mm
Encl.

86 THIRD STREET • P. O. BOX AB • LOS ALTOS, CALIFORNIA 94022 • TELEPHONE 415-941-2555

CONFIDENTIAL EDUCATOR INQUIRY ON VIEW

Name of School: _____

Name of District: _____

Location of School (City and County only): _____

Approximate number of students enrolled in Fall 1972: _____

Grade levels taught in your school (check all grades that apply):

____ 6th and below	____ 9th	____ 12th	____ above 14th
____ 7th	____ 10th	____ 13th	____ adult education
____ 8th	____ 11th	____ 14th	____ other

What is the approximate percent of the ethnic distribution of the student population in your school? (indicate the nearest whole percent--to the best of your knowledge)

_____%	Caucasian
_____%	Negro
_____%	Spanish surnamed
_____%	Other
100.0%	Total

Which of the following best describes the geographic location of your school? (check one)

_____ urban

_____ suburban

_____ rural

Which of the following VIEW materials (decks of aperture cards) does your school have available? (check those used by your school and indicate the number of decks your school has available in each category)

Available at School	Category of VIEW Deck	Number of Decks
_____	(1) Occupational descriptions	_____
_____	(2) College descriptions (including community colleges)	_____
_____	(3) Special VIEW scripts for the handicapped	_____
_____	(4) VIEW scripts written in Spanish	_____
_____	(5) Trade/technical school descriptions	_____
_____	(6) VIEW scripts for the partially blind	_____
_____	(7) VIEW scripts for EMR students	_____
_____	(8) Other: (specify type)_____	_____

1. What is your best estimate of the number of students in your school who use VIEW materials during the school year?_____

2. Does your school have a system for actually counting and/or recording the number of students who use VIEW in the following ways? (check YES for only those for which you have a record)

YES, we do have a record	Type of Student Use
_____	(1) Students who only look at occupational VIEW materials
_____	(2) Students who request/obtain printouts of occupational materials
_____	(3) Students who only look at college VIEW materials
_____	(4) Students who request/obtain printouts of college materials
_____	(5) Students who only look at other types of VIEW materials
_____	(6) Students who request/obtain other VIEW materials (EMR, Spanish decks, etc.)

3. Can any student use VIEW materials and equipment any time he wishes without first contacting a teacher or counselor?

Yes____ No____ Don't know____

4. In your judgment, are there any particular groups of students in your school who are especially well served by VIEW?

Yes____ No____ Don't know____

If YES, what are their major characteristics? (freshmen, females, Mexican-Americans, handicapped, etc.)

_____

5. In your judgment, are there any particular groups of students in your school who are not well served by VIEW?

Yes____ No____ Don't know____

If YES, what are their major characteristics? _____

_____

6. Are there classes taught in your school that include one or more units on "careers" in which students are exposed to VIEW materials?

Yes____ No____ Don't know____

If YES, what is the name of the class and grade level in which such units are taught?

_____

7. Aside from VIEW, what other occupational or career guidance materials are available to students in your school? (check those items listed below and add any items that are available but not already listed)

____ (1) Guest speakers from business and industry

____ (2) Field trips to business and industry

____ (3) Work experience programs

____ (4) Annual career days

____ (5) Occupational Outlook briefs or pamphlets

____ (6) SRA occupational information

____ (7) Career games

____ (8) Books, periodicals describing careers

____ (9) Films, filmstrips, etc. on careers

____ (10) Tape recordings, cassettes, etc. on careers

____ (11) Other: (list other means used to inform students on careers and/or occupational choices)

____ _____

____ _____

____ _____

8. All things considered, how would you rate VIEW materials in comparison with other career guidance materials that are available for student use at your school? (check one)

____ much better ____ better ____ same ____ poorer

If you rate VIEW materials as being poorer than some other career guidance materials available at your school, answer the following:

a. What other materials do you consider better?_____

_____

b. Why are the other materials better? (easier to use, less costly, more accurate information, etc.)

_____

_____

9. Rate each of the following features of VIEW scripts. (check only one column for each item)

Feature	Excellent	Good	Fair	Poor
1. Format of VIEW scripts	____	____	____	____
2. Language level used	____	____	____	____
3. Use of short concise statements	____	____	____	____
4. Major headings used in scripts	____	____	____	____
5. Completeness of information given on regional/local employment	____	____	____	____
6. Up-to-date information	____	____	____	____
7. Association of education and training requirements with occupations	____	____	____	____
8. Listing of disadvantages as well as advantages of occupations	____	____	____	____
9. Use of pictures	____	____	____	____
10. Quality and readability of VIEW script printouts	____	____	____	____

10. Does your school involve the parents of students who use VIEW in order to discuss career planning?

Yes____ No____ Don't know____

If YES, approximately how many parental contacts have been made during the school year to discuss student's career planning? (NOTE: This may also necessarily involve planning further education.)____

11. Does your school have readers or reader-printers available for student use?

Yes____ No____.

a. If NO, how do students obtain VIEW materials and information? (mobile vans that visit your school, student request cards for VIEW scripts, etc.)

_____

b. If YES, please list the number, type, and location of the readers and/or reader-printers available at your school.

Number of units Available at School	Type and Brand of Units (readers, reader-printers, etc.)	Location of Equipment During Normal Use
Example:		
2	3-M 400 reader-printers	Counseling Center
_____	_____	_____
_____	_____	_____
_____	_____	_____

12. Insofar as the readers or reader-printers alone are concerned, what are the greatest advantages in the use of aperture cards and equipment for VIEW? (appeal to students, storage of information, east of use, etc.)

_____

_____

13. Insofar as VIEW aperture cards, readers, and/or reader-printers for VIEW are concerned, what are the major disadvantages? (maintenance of equipment, difficulty of use, security for equipment, etc.)

_____

_____

14. Have you (or the counseling staff) made any special efforts during the past year to inform classroom teachers about the availability and use of VIEW for students in your school?

Yes____ No____ Don't know____

If YES, what formal and informal methods have been used by counselors to contact classroom teachers regarding VIEW?

_____

_____

15. During the school year, has a member of the VIEW Center serving your school personally contacted you regarding VIEW?

Yes____ No____ Don't know____

If YES, what was the nature of such contacts and how many times have you been in touch with the VIEW Center?

_____

_____

16. Have the contacts made with VIEW Center personnel during the school year been frequent enough to provide you with the type and level of assistance regarding the use of VIEW materials and equipment that you expected to receive?

Yes____ No____ Don't know____

17. Regardless of the number of contacts you have made with VIEW Center personnel, how would you rate the overall effectiveness of the contacts that you have made with the VIEW Center?

____ Very helpful and highly satisfactory

____ Helpful and satisfactory

____ Of little help

____ Of no help

18. Have you received any written materials, other than a VIEW Index, which have assisted you in the use and application of VIEW as a counseling tool?

Yes____ No____ Don't know____

If YES, describe the materials:_____

_____

_____

19. Since VIEW has been instituted as a counseling tool in your school, have you received any specific orientation and/or inservice training on the use of VIEW?

Yes____ No____

If YES, describe the nature of such training. (please include such factors as who conducted such training, the time and/or duration of training, whether the training was given in a group with counselors from other schools or whether such training was provided on an informal basis through personal discussions with VIEW Center personnel)

_____

_____

_____

20. If you have received any inservice training on VIEW during the past three years, how would you rate such training? (check YES or NO after each of the following statements)

	Yes	No
(1) Was such training sufficient so that you understood how VIEW could be best utilized by students in exploring career alternatives?	____	____
(2) Did such training fully explain the mechanics of the VIEW system (i.e., the use of aperture cards, readers, printouts)?	____	____
(3) Do you feel that such training attempted to "over sell" VIEW as a counseling tool?	____	____
(4) Was overall training helpful and beneficial?	____	____
(5) Was instruction given on how to evaluate the use of VIEW in your school?	____	____

21. Have you received any information or knowledge about VIEW as a career counseling tool in any college level course you have taken since 1967?

Yes____ No____ Don't know____

If YES, indicate the title of the course and the institution offering such a course.

_____

22. After a careful review of your experience with VIEW as a career counseling and guidance tool, which of the following statements most accurately expresses your attitudes toward it?

____ I would eliminate VIEW from our school

____ I would make an effort to expand the use of VIEW to more students in our school

____ I would keep VIEW but de-emphasize its use

____ I would attempt to use the VIEW materials, but without the use of the microfilm aperture cards and equipment

23. In your educational philosophy, rate on the following scale the importance of career planning for students.

Very Important Unimportant

I———I———I———I———I

24. Comments and suggestions that would help the evaluation team in determining the overall effectiveness of VIEW or the improvement of VIEW so as to make it a more useful and valuable career counseling tool.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name of person filling out questionnaire: _____

Position: _____ Date: _____

Table B-1

NUMBER AND PERCENT OF EDUCATOR QUESTIONNAIRES
RETURNED BY SCHOOLS SERVED IN EACH VIEW CENTER AREA

Centers	Number of Questionnaires Distributed	Number of Questionnaires Returned	Percent of Questionnaires Returned	Late Questionnaires Returned[1/]
Kern (Fresno)	39	26	66.6%	--
Los Angeles	91	26	28.6	--
Orange	89	40	45.0	3
Sacramento	76	17	22.4	2
San Bernardino	40	21	52.5	2
San Diego	88	44	50.0	4
San Mateo	33	14	42.5	--
Stanislaus	20	13	65.0	--
Tehama	33	22	66.7	1
Ventura	17	5	29.4	--
Total	526	228	43.3%	12

1/ Late questionnaires were received after December 1, 1971. The comments from such questionnaires were used as appropriate, but other responses were not tabulated and included in statistical analysis.

Source: Compiled by TAI, December 1971.

APPENDIX C

LIST OF SCHOOLS VISITED
BY TAI STUDY TEAM AND
SCHOOL VISIT OBSERVATION SHEET

Table C-1

LIST OF SCHOOLS VISITED BY
TAI STUDY TEAM IN THE SERVICE
AREA OF EACH VIEW CENTER

VIEW Center	Number of On-Site Visits	Name of School or District Visited
Kern	4	Bakersfield High School Highland High School South High School West High School
Los Angeles	5	La Serna High School (Whittier) Santa Fe High School (Whittier) Northview High School (Covina) Covina Valley Unified School District Whittier Union High School District Los Angeles County Department of Education conference with Administration and Vocational Education Directors
Orange	6	El Dorado High School Fountain Valley High School Garden Grove High School Tustin High School Orangeview Junior High School Cypress College
Sacramento	6	American Legion Continuation High School Cordova High School El Camino High School Elk Grove High School McClatchy High School American River College
San Bernardino	4	Alta Loma High School Eisenhower High School Fontana High School Chaffey College
San Diego	8	Lincoln High School Madison High School Morse High School Mt. Miguel High School Orange Glen High School Sweetwater High School Mesa College Southwestern College

Table C-1 (Cont'd)

VIEW Center	Number of On-Site Visits	Name of School or District Visited
San Mateo	4	Half Moon Bay High School Hillsdale High School San Carlos High School Sequoia High School
Stanislaus	4	Ceres High School Modesto High School Riverbank High School Thomas A. Downey High School
Tehama	4	Durham High School Mercy High School Princeton High School Sutter High School
Ventura	5	Buena High School Oxnard High School Royal High School Oxnard Union High School District Ventura County ROP
Fresno[1/]	2	Fresno City School District Fresno City College
Totals	52[2/]	

1/ Fresno does not have a VIEW center; however, the TAI team visited there because two VIEW centers, Kern and Stanislaus, were serving the area.

2/ Totals include 40 high schools, 6 junior colleges, 1 junior high school, 1 ROP, 4 district offices, plus Los Angeles County Conference with District Administrators and Vocational Education Directors.

Source: Compiled by TAI, February 1972.

SCHOOL VISIT OBSERVATION SHEET

VIEW Center:_____ Date:_____ Time:_____

School:_____ Address:_____

Size: Under 500___ 501/1000___ Over 1000___. Type (urban):_____

Ethnic Characteristics:_____

Equipment

Type	Location	Number of Units

Decks

Type	Location	Number of Decks

In-Service Training

Type	Adequacy	Effectiveness

Method of Student Access

1. Career Information Center: _____Yes _____No
2. Curriculum: _____Yes _____No
3. Other:_____

Name of Course	Number of Students	Type of Student (College preparatory, vocational, general)	Length of Time (3 weeks, qtr.)

Contacts: (Include students, teachers, counselors, administrators)

Example

Name: John Smith Title: Counselor

Comments: (Re: Acceptance of Concept and Use of View, Problems, Advantages, Suggestion)

Name: _____ Title: _____

Comments: _____

_____

Name: _____ Title: _____

Comments: _____

_____

Name: _____ Title: _____

Comments: _____

_____

Name: _____ Title: _____

Comments: _____

_____

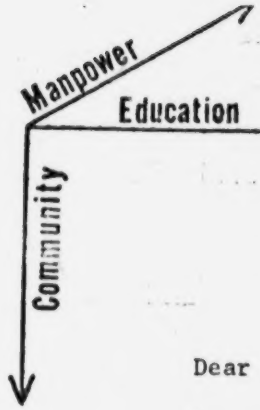
Name: _____ Title: _____

Comments: _____

_____

APPENDIX D

COVER LETTER (INSTRUCTIONS) AND STUDENT QUESTIONNAIRE ON CAREER COUNSELING



Tadlock Associates Inc.

January 10, 1972

Dear Educator:

As you no doubt are aware, Vital Information for Education and Work (VIEW) was developed and implemented in California in 1965. The purpose of VIEW was to help students obtain up-to-date information on various occupations so that they could make realistic career and educational plans. Since its inception, the use of VIEW has spread to over half of the counties in California and numerous other states.

The data collection process will involve interviews with students and educators in selected schools in the state. However, because personal contacts cannot be made with every student who has vital reactions and ideas regarding the use of VIEW, the research team has developed a questionnaire which will be used to obtain descriptive and evaluative information from students who cannot be contacted individually.

If possible, the enclosed questionnaires should be administered to students in classes with units taught on career guidance or occupational planning. Another method of distribution might be at a career counseling center, if your school has one. Another alternative method of distribution might be in occupational classes where a unit on occupations is taught.

Regardless of how you distribute and administer the student questionnaire--the primary concern of this survey is with students who have had some opportunity to use VIEW during the past school year. Therefore, distribution should be limited to only students who have had the opportunity to use VIEW rather than a random sample of students.

You may find that you cannot administer all of the student questionnaires you have received. However, we would like you to administer as many as you can during the week of January 17 and 21, 1972. Please mail all of the completed student questionnaires at one time on or before January 21, in the large envelope that has been provided.

If you have any questions regarding the statewide study of VIEW, contact the VIEW Center serving your school, or Joan Carvell at our Los Altos office.

Sincerely,

Fred Carvell

Fred Carvell
Project Director

Encl.

86 THIRD STREET • P. O. BOX AB • LOS ALTOS, CALIFORNIA 94022 • TELEPHONE 415-941-2555

STUDENT QUESTIONNAIRE
CAREER COUNSELING

Name of School:_____

Grade in which you are presently enrolled: (check one)

7th____, 8th____, 9th____, 10th ___, 11th____, 12th____,
13th____, 14th____, other_____

Sex: Male____ Female____

Age: _____. Date on which you filled out this questionnaire:_____

1. What are your present plans immediately after high school? (check one)

____ (1) enter a four-year college and not work while in school
____ (2) enter a community college and not work while in school
____ (3) go to a four-year college, community college, or trade school and work part-time
____ (4) go to work full-time and not enter college
____ (5) enter the military service
____ (6) other: (please specify)_____

2. Do you NOW have plans to enter a specific occupation? (such as becoming an auto mechanic, school teacher, nurse, salesman, etc.)

Yes____ No____ Don't know____

If yes, name the specific occupation:_____

3. Do you NOW have plans to enter a specific college?

Yes____ No____ Don't know____

If yes, which college?_____

4. Which of the following sources of information have you used to help you find out about jobs and college?

____ (1) field trips and visits
____ (2) work experience
____ (3) newspapers
____ (4) college catalogs
____ (5) film or film strips
____ (6) tape recordings/cassettes
____ (7) VIEW (microfilm cards)
____ (8) pamphlets/brochures
____ (9) books
____ (10) printed job descriptions/ briefs
____ (11) employment agencies
____ (12) other library sources
____ (13) other:_____
____ (14) none of the sources listed above

5. Have you heard about or are you familiar with the VIEW materials?

Yes____ No____

6. Have you ever used any of the following VIEW materials? (check only one)

(1) only occupational VIEW materials ____

(2) only college VIEW materials ____

(3) both occupational and college VIEW materials ____

(4) I have not used any VIEW materials ____

IF YOU HAVE NOT USED ANY VIEW MATERIALS, GO NO FURTHER.

---

7. If you have used any VIEW materials, about how many times during this school year (since September)? (check only one)

____ (1) once

____ (2) two to four times

____ (3) five to ten times

____ (4) more than ten times

8. If you have used any VIEW materials during the past school year, how did you use VIEW? (check those responses that apply to you)

____ (1) "on your own"

____ (2) as part of a class assignment

____ (3) at the suggestion of a teacher (but not as a class assignment

____ (4) at the suggestion of a counselor

____ (5) other: (please describe)_____

_____

9. If you NOW have plans to enter a specific occupation, to what extent did the use of VIEW materials help you reach your decision? (check only one)

____ (1) I do not have plans to enter a specific occupation

____ (2) very helpful

____ (3) helpful

____ (4) little help

____ (5) no help at all

____ (6) I don't know how helpful

10. If you have no specific plans about your future work, to what extent have you found VIEW materials useful in obtaining information?

____ (1) very helpful
____ (2) helpful
____ (3) little help
____ (4) no help at all
____ (5) I don't know how helpful

11. To what extent did using VIEW materials help you decide to enter a two- or four-year college? (check only one)

____ (1) I do not have plans to enter a specific college
____ (2) very helpful
____ (3) helpful
____ (4) little help
____ (5) no help at all
____ (6) I don't know how helpful

12. How did you <u>first</u> hear about VIEW? (check only one)

____ (1) from my counselor
____ (2) from a teacher
____ (3) from other students
____ (4) from a pamphlet, bulletin, or poster
____ (5) other: (please specify)_____

13. After obtaining information from VIEW, did you discuss it with others? (check those with whom you did discuss the information)

____ (1) counselor
____ (2) teachers
____ (3) friends
____ (4) parents/guardian
____ (5) employer contacts listed in VIEW materials
____ (6) other employers or persons in business or industry
____ (7) others: (please specify)_____

_____

If you discussed the information you obtained from VIEW with one or more teachers, what courses or classes did he or she teach? (for example, Social Studies, Woodshop, English, Business, etc.)

_____

14. Please check each of the following items regarding your use of VIEW materials.

		Agree	Disagree	Don't Know
(1)	the information was easy to understand	____	____	____
(2)	the location of the VIEW equipment is convenient	____	____	____
(3)	information on the occupations I was interested in were up to date	____	____	____
(4)	the equipment was easy to operate	____	____	____
(5)	counselors were helpful about explaining the VIEW materials	____	____	____
(6)	teachers were helpful in explaining the VIEW materials	____	____	____
(7)	I like to use the VIEW system	____	____	____
(8)	I would recommend the use of VIEW to my friends	____	____	____
(9)	I feel I know more about one or more specific occupations as a result of using VIEW	____	____	____
(10)	at my school I feel I can use VIEW as often as I wish	____	____	____

15. How did you actually use VIEW materials? (check only one)

____ (1) I read the materials on the viewing screen and obtained a printout

____ (2) I obtained a printout and read it at a later time

____ (3) I read the materials on the viewing screen and took notes

____ (4) I read the materials on the viewing screen only

16. What information provided by VIEW scripts do you consider most interesting, helpful, and important to you? (check as many as apply)

____ (1) descriptions of the personal requirements and qualifications necessary for an occupation

____ (2) descriptions of the working conditions and activities in an occupation

____ (3) information on the preparation and training needed for an occupation

____ (4) information on the prospects and opportunities for finding a job in an occupation

____ (5) salary information

____ (6) employer contacts that can be made

____ (7) the list of other sources of information on an occupation

____ (8) other: (please state)_____

17. Have you ever made a personal contact (in person or by telephone) with a person listed as a reference on a VIEW script?

Yes____ No____

If yes, how many times have you made such employer contacts during the past school year? _____

18. As a result of using VIEW, have you made an effort to find out more about a specific occupation or occupations from other sources?

Yes____ No____

If yes, what occupation or occupations?_____

19. Write any comments you have about VIEW.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____